Welcome to Person to Person. Let's take a look at the sections of the units.

**Conversations**
The two conversations present examples of the language you will be studying. You can listen to them on the CD in class or at home.

**Give It a Try**
This section teaches the language points from the conversations. You will focus on each one separately and then practice them with a partner.

**Listen to This**
The listening section gives you real-life listening tasks that help you review your understanding of the language from the unit. You answer questions or complete charts about the listening.

**Let's Talk**
These are pair- or group-work activities that ask you to expand on what you have learned. You can use both the language you have learned and your imagination.

**Consider This**
"Consider This" presents some interesting facts on a cultural topic related to the theme of the unit. You can use these facts as an introduction to the unit.

**Pronunciation Focus**
A pronunciation point related to the language from the unit comes after Conversation 2. This helps you to practice the language in the unit in a more natural way.

**Person to Person**
These pages present a problem based on the language from the unit. You and a partner will work together to solve the problem, using the language you have learned, as well as your own ideas and opinions.

In addition to the language presented in each unit, here are some expressions that will be very useful to you—both inside and outside of class.

1. Please say that again.
2. I'm sorry. I don't understand.
3. Please speak more slowly.
4. How do you say ______ in English?
5. What does ______ mean?
6. I don't know.
7. May I ask a question?
8. How do you spell ______?

I hope you find that learning to speak and understand English is easier than you think. Good luck!
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What are some common men’s names in English? What are some common women’s names?

Bob: Good afternoon.
Eun-mi: Good afternoon.
Eun-mi: Hi, Bob.
Bob: And what’s your name?
Eun-mi: I’m Eun-mi.
Bob: Great. And how are you today?
Eun-mi: Fine, thanks.
Bob: Terrific! So let’s get started. Are you ready?
Eun-mi: Yeah, let’s go!
1. Introducing yourself

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s your first name?</td>
<td>My first name is Robert.</td>
</tr>
<tr>
<td>last name?</td>
<td>My last name is Simpson.</td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the example. Introduce yourself to your partner. Reverse roles.

**PRACTICE 2**

Listen to the example. Work in groups. Say your name. Switch roles.

My name is Tracy Park.
My first name is Tracy.
My last name is Park.
Please call me Tracy.
2. Greeting people

<table>
<thead>
<tr>
<th>Informally</th>
<th>More formally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi, Bob.</td>
<td>Hi, Eun-mi.</td>
</tr>
<tr>
<td>How are you today?</td>
<td>How are you?</td>
</tr>
<tr>
<td>How are things?</td>
<td>Fine, thanks.</td>
</tr>
<tr>
<td></td>
<td>Pretty good, thanks.</td>
</tr>
<tr>
<td></td>
<td>Good, thanks.</td>
</tr>
<tr>
<td></td>
<td>Terrific!</td>
</tr>
<tr>
<td></td>
<td>Great.</td>
</tr>
<tr>
<td>More formally</td>
<td></td>
</tr>
<tr>
<td>Hello.</td>
<td>Hello, Mr. Stevens.</td>
</tr>
<tr>
<td>Good morning.</td>
<td>Good morning, (ma’am).</td>
</tr>
<tr>
<td>Good afternoon.</td>
<td>Good afternoon.</td>
</tr>
<tr>
<td>Good evening.</td>
<td>Good evening, (sir).</td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the examples. Then practice greeting your partner informally. Reverse roles.

**PRACTICE 2**

Write your first name on a card (for example, Jin-a). On the back of the card write your last name with Mr., Ms., Mrs., or Miss (for example, Ms. Lee).

Work in groups. Show your partners the back of your card. Practice greeting people formally. Then go around the group again. This time, hold up the front of your card. Practice greeting people informally.

3. Saying good-bye

<table>
<thead>
<tr>
<th>Informally</th>
<th>More formally</th>
</tr>
</thead>
<tbody>
<tr>
<td>See you later.</td>
<td>See you.</td>
</tr>
<tr>
<td>Have a nice day.</td>
<td>You too.</td>
</tr>
<tr>
<td></td>
<td>Good-bye.</td>
</tr>
<tr>
<td></td>
<td>Good-bye.</td>
</tr>
</tbody>
</table>

**PRACTICE**

Listen to the examples. Then practice saying good-bye to your partner. Reverse roles.
**LISTEN TO THIS**

*Part 1* Listen to four conversations. Are the people friends, or are they meeting for the first time? Check (✓) the correct column.

*Part 2* Listen-again and check (✓) how each conversation ends.

<table>
<thead>
<tr>
<th>First time</th>
<th>Friends</th>
<th>How did it end?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Have a nice day.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Good-bye</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>See you again.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>See you later.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have a nice evening.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bye-bye.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See you tomorrow.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See you soon.</td>
</tr>
</tbody>
</table>

*Part 3* In which conversation did the people know each other the best? The least? Explain your answer to a partner.

**LET'S TALK**

*Part 1* Look at the chart below. Answer the questions, and write your information in the chart.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Do you know the teacher’s first name?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Do you know the teacher’s last name?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Do you have a common first name?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Do you and a classmate have the same first name?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Do you and a classmate have the same last name?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Part 2* Work in groups. Introduce yourself and then ask the questions above. Fill in the chart for each person in your group.

A: Do you know the teacher’s first name?
B: No, I don’t. / Yes, it’s… Do you know the teacher’s last name?
C: No, I don’t. / Yes, it’s… Do you have a common first name?
A: No, I don’t. / Yes, it’s… Do you...
Where do you go to meet friends? What do you and your friends talk about?

Nishi: Who's that guy?
Eun-mi: That's Tony.
Nishi: Who's he?
Eun-mi: Oh, he's in my aerobics class.
Nishi: He's really cute.
Eun-mi: Yeah. Do you want to meet him?
Nishi: You bet I do!
Eun-mi: Tony, this is my friend Nishi.
Tony: Hi, Nishi. Nice to meet you.
Nishi: Hello. Nice to meet you, too.
1. Finding out about people

<table>
<thead>
<tr>
<th>Who's that (guy)?</th>
<th>That's Tony. Nishi.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who's he?</td>
<td>He's in my aerobics class.</td>
</tr>
<tr>
<td>Who's she?</td>
<td>She's my friend.</td>
</tr>
<tr>
<td>Is his name Tony?</td>
<td>Yes, it is. No, it's Bob.</td>
</tr>
<tr>
<td>Is her name Maria?</td>
<td>Yes, it is. No, it's Teresa.</td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the example. Look at the picture for 10 seconds. Then cover the names. Work with a partner. Ask questions to find out how many names you remember. Reverse roles.

**PRACTICE 2**

Can you remember your classmates' names? Ask your partner questions. Reverse roles.
2. Introducing people

<table>
<thead>
<tr>
<th>Informally</th>
<th>More formally</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Tony, this is my friend, Nishi.</td>
<td>A: Tom, I'd like you to meet Bob.</td>
</tr>
<tr>
<td>B: Hi, Nishi. Nice to meet you.</td>
<td>B: How do you do?</td>
</tr>
<tr>
<td>C: Hi. Nice to meet you, too.</td>
<td>C: How do you do?</td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the example. Work in groups of three. Introduce your friend Marie to these people. Switch roles.

1. to a classmate, Ricardo
2. to your teacher, Mr. Tanaka
3. to your sister, Alisa
4. to your neighbor, Mrs. Lee.

**PRACTICE 2**

Work in groups. Introduce one person in the group to the others. Switch roles.

**LISTEN TO THIS**

**Part 1** Listen to Phillip introducing the people below to his friend Maya. Does Phillip introduce each person formally or informally? Check (✓) the correct column.

**Part 2** Listen again and check (✓) the correct information about each person.

<table>
<thead>
<tr>
<th></th>
<th>Formal</th>
<th>Informal</th>
<th>A neighbor</th>
<th>A friend</th>
<th>A classmate</th>
<th>A teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Johnny</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sandra</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Mr. Okano</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Ms. Ford</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 3** Talk about the conversations with a partner. Which was the most formal? Which was the most informal?
(Students A and B look at this page. Students C and D look at page 106.)

Part 1  Student A, introduce yourself to Student B. Write your information below. Reverse roles.

Student A  

| Mr./Ms./Mrs./Miss | First name: ________________ | Last name: ________________ |

Student B  

| Mr./Ms./Mrs./Miss | First name: ________________ | Last name: ________________ |

Part 2  Work in groups. Introduce your partner to the other people in your group. Switch roles. Write their information below.

Student C  

| Mr./Ms./Mrs./Miss | First name: ________________ | Last name: ________________ |

Student D  

| Mr./Ms./Mrs./Miss | First name: ________________ | Last name: ________________ |

Now Try This

Get together with a different pair of students. Introduce your partner and ask about your classmates.
Do you have a cell phone?
Do you like using it?

Emily: What's that?
Akemi: It's my new cell phone.
Emily: Wow! It's really small.
Akemi: Yeah. And listen.
Emily: That's neat. And I like your sunglasses. They're cool.
Akemi: Thanks.
Emily: By the way, are these your keys?
Akemi: Oh, yes. They are mine. Thanks. Sorry, I leave my things everywhere!
Emily: I know. Here's your notebook.
1. Identifying things (1)

What's that? It’s my cell phone.
What are these? They’re earrings.
What’s this? It’s a watch.

PRACTICE

Listen to the example. Work with a partner and ask about these things in the picture.

sneakers watch
backpack cap
sunglasses T-shirt
earrings cell phone
socks keys
pants shoes

2. Identifying things (2)

Are these your keys? Yes, they are.
Whose is this? This is Paul’s watch.
Whose watch is this? It’s Paul’s.
Whose are these? These are Karen’s earrings.
Whose earrings are these? They’re Karen’s.

PRACTICE 1

Listen to the example. Whose are they, Paul’s or Karen’s? Cover the picture above and ask questions about these items. Reverse roles.

A: Whose earrings are these?
B: They’re Karen’s.
PRACTICE 2

Work in groups. Each student puts four items on the desk. How many can you correctly identify in 10 seconds? Take turns.

A: These are Keiko's sunglasses. This is David's pen. And I think this is Alicia's cell phone.

3. Complimenting people

| I like your sunglasses.        | They're cool / nice / fun / different. |
| I like your bag.               | They are |                           |
| That's a nice T-shirt.         | It's fabulous / interesting / nice.     |
| Those are nice sneakers.       | It is |                           |
|                               | That's neat.                           |
|                               | Those are |                           |

PRACTICE

Listen to the example. Move around the class. Greet classmates and compliment them on something.

A: Hi, Jim.
B: Hi, Kumiko.
A: How are things?
B: Pretty good, thanks.
A: Oh, I like your T-shirt. It's cool.
B: Thanks. And that's a nice watch.
A: Thanks. Well, see you later.
B: Bye.

Use These Words

- pretty
- beautiful
- fun
- awesome
- gorgeous
- cool
- nice
- different
- fabulous
- interesting
LISTEN TO THIS

Part 1 Listen to Amanda and Suzie talking. Where are they?

   __ at a clothing store    __ at the laundromat    __ at work

Part 2 Whose clothes are these? Listen again and write A for Amanda
and S for Suzie.

   __ socks               __ T-shirt          __ top           __ jacket

   __ shorts             __ scarf            __ dress         __ jeans

Part 3 Talk about the clothing items above. Whose are they?

A: Whose are the socks?
B: They’re Suzie’s.

LET’S TALK

Part 1 Do you know what these things are? Work with a partner and name
as many as you can.

A: What’s this?
B: I think it’s a… / I’m not sure.

Part 2 Work with another pair. Ask questions about whose these things are.
Reverse roles.

A: Whose is it?
B: It’s…

Part 3 How many of these things do you have? Talk about them with a partner.
Do you sometimes forget where things are? What things do you often misplace?

Akemi: Oh, I'm late again. Where are my car keys?
Taro: Are they in the drawer?
Akemi: No, they're not.
Taro: Oh, I know. They're in the bedroom, on the dresser.
Akemi: Great. Now where is my bag?
Taro: There, on the sofa next to the pillow.
Akemi: Good. Oh, but where are my glasses?
Taro: You're wearing them!
Akemi: You're right!
1. Describing where things are

<table>
<thead>
<tr>
<th>Where are</th>
<th>They're</th>
<th>in the bedroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>my keys?</td>
<td>They are</td>
<td>on the dresser.</td>
</tr>
<tr>
<td>they?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where's</th>
<th>It's</th>
<th>next to the sofa.</th>
</tr>
</thead>
<tbody>
<tr>
<td>my book?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where is</td>
<td></td>
<td>under the chair.</td>
</tr>
<tr>
<td>it?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- in the drawer
- on the table
- under the chair
- next to the TV
- in front of the bag
- behind the bag

**PRACTICE 1**

Listen to the example. Ask your partner questions about where these things are in the picture. Reverse roles.

briefcase      keys      cap      T-shirt      watch
cell phone     earrings  laptop   jeans      glasses

**PRACTICE 2**

Ask your partner where five other things are in the room. Reverse roles.
2. Asking where things are

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the newspaper on the table?</td>
<td>Yes, it is.</td>
</tr>
<tr>
<td>No, it isn’t. It’s on the floor.</td>
<td></td>
</tr>
<tr>
<td>Are the magazines on the sofa?</td>
<td>Yes, they are.</td>
</tr>
<tr>
<td>No, they aren’t. They’re on the table.</td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the example. Ask your partner questions about these things. Reverse roles.

- magazines
- sunglasses
- newspaper
- camera
- TV
- shoes
- books
- remote control

**PRACTICE 2**

Ask your partner questions about things in the classroom. Reverse roles.

**Example:** Is the TV on the wall?

**LISTEN TO THIS**

**Part 1** Listen to two people talking. Check (√) the objects they are looking for.

- cell phone
- camera
- TV
- bookshelf
- sunglasses
- shoes
- briefcase
- wallet
- tennis racket
- remote control
- magazines
- watch

**Part 2** Listen again. Write where these things are in the room.

<table>
<thead>
<tr>
<th>Item</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>cell phone</td>
</tr>
<tr>
<td>2</td>
<td>camera</td>
</tr>
<tr>
<td></td>
<td>shoes</td>
</tr>
<tr>
<td></td>
<td>briefcase</td>
</tr>
</tbody>
</table>

**Part 3** Listen again. What things are in these places?

<table>
<thead>
<tr>
<th>Location</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 next to the TV</td>
<td></td>
</tr>
<tr>
<td>2 behind the door</td>
<td></td>
</tr>
<tr>
<td>3 in the drawer</td>
<td></td>
</tr>
</tbody>
</table>
(Student A looks at this page. Student B looks at page 107.)

**Part 1** Look at the things in the picture. Compare your picture with your partner's picture. How many differences can you find?

A: Do you have a camera in your picture?
B: Yes, I do.
A: Where is it?
B: It's on the table.
A: In my picture it's...

![Image of a room with a desk, chair, couch, and laptop]

**Part 2** Work with a different partner and compare your differences.

**Example:** I have six differences. In my picture, the camera is on the table. In my partner's picture the camera is...

**Now Try This**

Work with a partner. Write six statements about things in the classroom. Two of them are false. Then join another pair of students. Read your statements. Your partners say if the statements are true or false. Reverse roles.
Unit 3

Conversation 1

How old are you?

What sports do you enjoy? Is the player’s height or weight or age important in these sports?

at Sweet Home High School in Amherst, New York, include:
- Canoe Club
- Computer Science Club
- Rock Climbing Club
- Skiing/Snowboarding Club

- Which clubs would you like to join?
- Which clubs would you not want to join?

Fu-an: I think I’d like to join the sports club.
Malik: Great. Let me ask you a few questions. How old are you?
Fu-an: I’m 19.
Malik: And how tall are you?
Fu-an: I’m 180 cm.
Malik: OK. One more thing. How much do you weigh?
Fu-an: I weigh 70 kilos.
Malik: And what kinds of sports are you interested in?
Fu-an: I like all team sports, and I also like swimming.
1. Describing personal information

<table>
<thead>
<tr>
<th>How old / is he / she?</th>
<th>I'm 18.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm 18.</td>
<td></td>
</tr>
<tr>
<td>She's 20.</td>
<td></td>
</tr>
<tr>
<td>How tall / is he / she?</td>
<td>I'm 172 cm tall.</td>
</tr>
<tr>
<td>I'm 172 cm tall.</td>
<td></td>
</tr>
<tr>
<td>She's 180 cm tall.</td>
<td></td>
</tr>
<tr>
<td>I weigh 65 kilos.</td>
<td></td>
</tr>
<tr>
<td>He weighs 72 kilos.</td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the example. Work in groups. Complete the information in the chart about people in your group.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Height</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE 2**

Class activity. Read the information about someone in your group. Others guess who it is.

Example: She's 21. She's 165 cm. Who is she?
2. Talking about interests (1)

<table>
<thead>
<tr>
<th>Are you interested in sports?</th>
<th>Yes, I am.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sure.</td>
</tr>
<tr>
<td></td>
<td>Not really.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What kind of sports are you interested in?</th>
<th>I like team sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind?</td>
<td>I like swimming.</td>
</tr>
<tr>
<td></td>
<td>(I'm interested in) tennis and baseball.</td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Look at the list of sports below. Check (✓) the sports you are interested in.

<table>
<thead>
<tr>
<th>Sports</th>
<th>Me</th>
<th>My partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>baseball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>soccer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>golf</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Your idea:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sports</th>
<th>Me</th>
<th>My partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>skiing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tennis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE 2**

Listen to the example. Then ask a partner about the sports he or she is interested in. Check (✓) the answers in the chart above. Reverse roles.

**Use These Words**
- outdoor/indoor sports
- winter/summer sports
- team/individual sports
- badminton

3. Talking about interests (2)

<table>
<thead>
<tr>
<th>Are you interested in movies? music?</th>
<th>Yes, I am.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yeah.</td>
</tr>
<tr>
<td></td>
<td>Not really.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What kind of movies are you interested in?</th>
<th>I like comedies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind?</td>
<td>horror movies.</td>
</tr>
<tr>
<td></td>
<td>I like reggae.</td>
</tr>
<tr>
<td></td>
<td>(I'm interested in) rock.</td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the example. What are you interested in? Check (✓) the things you like in the list below. Then ask a partner. Reverse roles.

<table>
<thead>
<tr>
<th>_</th>
<th>_</th>
<th>_</th>
<th>_</th>
<th>_</th>
<th>_</th>
<th>_</th>
</tr>
</thead>
<tbody>
<tr>
<td>art</td>
<td>clothes</td>
<td>nature</td>
<td>reading</td>
<td>travel</td>
<td>video games</td>
<td>food</td>
</tr>
</tbody>
</table>

**Use These Words**
- paintings
- pottery
- rivers
- novels
- sculptures
- forests
- wildlife
- poetry
LISTEN TO THIS

Part 1 Listen to three conversations. What do the people want to do? Write the number of the conversation next to each activity.

☐ join a sports club    ☐ watch a baseball game    ☐ go shopping

Part 2 Listen again. How old are they? How tall are they? Complete the chart.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Height</th>
<th>Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>David</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meena</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sandra</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 3 Talk about the sports each person is interested in.

LET'S TALK

Part 1 Class survey. Look at the chart below and write your answers in the chart.

Part 2 Work in groups of four. Take turns asking your classmates about age and height, and the kinds of music, sports, and movies they are interested in. Also ask questions about your own idea.

Part 3 Who has interests similar to yours? Report to the class.
Do you come from a big family? How many people are in your family?

Fu-an: So, Eva. Tell me about your family.
Eva: Well, I come from a medium-sized family.
Fu-an: How many brothers and sisters do you have?
Eva: I have one brother and one sister.
Fu-an: How old are they?
Eva: My sister Rosie is 12 and my brother David is 22.
Fu-an: Oh. And what do your parents do?
Eva: My father is an engineer and my mother is a pharmacist.
Fu-an: How old are they?
Eva: My mother is 44 and my father is 45.
1. Talking about family members

Tell me about your family. I come from a big / medium-sized / small family. 
Sam's He comes from

How many brothers and sisters do you have? I have two sisters. 
does he have? He has one sister.

Do you have any brothers and sisters? Yes, I do. 
Yes, she does. 
No, I don't. I'm an only child. 
No, she doesn't.

Does Aya

PRACTICE 1

Listen to the example. Look at these pictures of Sam's and Kendra's families. With a partner, ask and answer questions about them.

Sam's family   Kendra's family

PRACTICE 2

Talk to your partner and complete the chart about his or her family.

<table>
<thead>
<tr>
<th>Partner's name</th>
<th>How many brothers and their ages</th>
<th>How many sisters and their ages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Asking about family members

<table>
<thead>
<tr>
<th>What do your parents do?</th>
<th>My father is an engineer and my mother is a pharmacist. My parents are retired. My mother is a homemaker.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How old are they? your parents?</td>
<td>My father / dad is 44 and my mother / mom is 42.</td>
</tr>
<tr>
<td>What are their names?</td>
<td>My dad's name is John, and my mother's name is Karen.</td>
</tr>
</tbody>
</table>

**PRACTICE**

Listen to the example. Complete the chart with information about your parents. Then talk to a partner and find out about his or her parents. Reverse roles.

<table>
<thead>
<tr>
<th>Me</th>
<th>My partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father's name</td>
<td>Father's name</td>
</tr>
<tr>
<td>Age</td>
<td>Age</td>
</tr>
<tr>
<td>Occupation</td>
<td>Occupation</td>
</tr>
<tr>
<td>Mother's name</td>
<td>Mother's name</td>
</tr>
<tr>
<td>Age</td>
<td>Age</td>
</tr>
<tr>
<td>Occupation</td>
<td>Occupation</td>
</tr>
</tbody>
</table>

**LISTEN TO THIS**

**Part 1** Michelle is a homestay student from Korea. She is talking to her host family. What topics do they talk about?

- family size
- occupations
- sports
- movies
- music

**Part 2** Listen again and complete the information.

<table>
<thead>
<tr>
<th>How many?</th>
<th>Ages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brothers</td>
<td></td>
</tr>
<tr>
<td>Sisters</td>
<td></td>
</tr>
</tbody>
</table>

**Part 3** What do Michelle's parents do?

<table>
<thead>
<tr>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
</tr>
<tr>
<td>Father</td>
</tr>
</tbody>
</table>
(Student A looks at this page. Student B looks at page 108.)

Part 1  Look at the photos of Salina and Brendan. Your partner has information about them. You will ask your partner questions about them.

Salina

Write the questions you will ask to find out their age, height, family, and interests.
1. ____________________?  
2. ____________________?  
3. ____________________?

4. ____________________?  
5. your idea: ____________________?


Part 3  Now answer your partner’s questions about Pelisa and Trent.

Pelisa
25 years old
150 centimeters
Mother: homemaker
Father: dentist
no sisters, 2 brothers
Interests: doesn’t like movies; likes golf, all music, science and medicine

Trent
20 years old
180 centimeters
Mother: artist
Father: actor
2 sisters, no brothers
Interests: likes movies, sports, all music, especially rock music


Now Try This
Imaginę you are going to interview a celebrity. Who will you interview? What questions will you ask? Make a list.

Unit 3  25
LISTEN TO THIS  UNIT 1

Part 1  Listen to two people talking. Check (✔) if the statements below are true or false.

1. Paul is taking music lessons.  True  False
2. Taylor is his teacher.  True  False
3. Her last name is Johnson.  True  False
4. Robert is Paul’s brother.  True  False
5. Robert is a friend of Taylor’s.  True  False

Part 2  Ask your partner questions to find out if your answers are the same.

GIVE IT A TRY

Part 1  Match the phrases in A with suitable responses in B.

A
1. Good evening.
2. How are you doing?
3. My name is Tony.
4. Nice to meet you.

B
1. I’m Ricardo.
2. Nice to meet you, too.
3. Pretty good, thanks.
4. Hello.

Part 2  Now practice the conversation with a partner. Use your own names.

LISTEN TO THIS  UNIT 2

Part 1  Listen to people asking where these things are in a room. They are looking at the table. Number where each item is from 1–6.

1. the bag  — It’s in the drawer.
2. the umbrella  — It’s on the table.
3. the notebook  — It’s under the table.
4. the watch  — It’s behind the table.
5. the cell phone  — It’s next to the table.
6. the newspaper  — It’s in front of the table.

Part 2  Ask your partner questions to find out if your answers are the same.
GIVE IT A TRY

Work with a partner. Point to an item below, and ask your partner to name it. Reverse roles.

1. shoes  2. watch  3. handbag  4. cap
5. ring  6. sneakers  7. jeans  8. shirt

LISTEN TO THIS  UNIT 3

Class CD 1  Track 35.

Part 1 Listen to people talking about their interests. What do they like? Check (√) their answers in the chart.

<table>
<thead>
<tr>
<th></th>
<th>Classical music</th>
<th>Rock music</th>
<th>Sports</th>
<th>Reading</th>
<th>Travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rod</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Min-joo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tina</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>James</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kazu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2 Work with a partner. Which friends are likely to enjoy spending time together?

GIVE IT A TRY

Part 1 What are you interested in? Write something you like and something you dislike in each category below.

<table>
<thead>
<tr>
<th></th>
<th>Sports</th>
<th>Music</th>
<th>Movies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Like</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dislike</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2 Work with a partner. Ask and answer questions about the things above.
Do you like going to parties? What do you usually wear to parties?

Tami: Hi, Joe. Nice party.
Joe: Thanks, Tami.
Tami: Sorry I'm late.
Joe: That's OK. I'm glad you came.
Tami: By the way, I'm looking for my sister. Is she here?
Joe: What does she look like?
Tami: She's tall, and she has long hair.
Joe: Is she wearing a red dress?
Tami: Yes, and she's wearing a nose ring.
Joe: Oh, yes. She's in the kitchen.
Tami: Thanks.
1. Describing colors and clothing

What color is the shirt? It's red.
What color are my shoes? They're dark blue.

red  pink  orange  yellow  green  blue
gray  black  white  brown  purple

**PRACTICE 1**

Listen to the example. How many different colors are you wearing today? Write down at least four colors. Then ask your partner. Reverse roles.

A: What colors are you wearing today?
B: My shirt is red. My shoes are dark blue.

**PRACTICE 2**

Ask your partner questions about the color of classmates' clothes. Reverse roles.

A: What color is Hong-yi’s shirt?
B: It's yellow and red.

**PRACTICE 3**

Student A says a color. Student B tries to find someone in the class with the color. Reverse roles.

A: Pink.
B: Julia has a pink purse.

*Use These Words*
- shirt  glasses
- skirt  necklace
- dress  ring
- sweater  gold
- coat  silver
2. Describing people

<table>
<thead>
<tr>
<th>What does he/she look like?</th>
<th>She's tall/medium height/short. He's thin/a little heavy. She has long/short/straight/curly hair.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is he/she wearing?</td>
<td>She's wearing a red dress. He's wearing gray pants and a brown jacket.</td>
</tr>
<tr>
<td>Is she wearing glasses?</td>
<td>Yes, she is. No, she isn't.</td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the example. Ask your partner to describe the people in the picture and say what they are wearing. Reverse roles.

A: What does Sandy look like?
B: She's medium height. She's wearing brown pants and a red shirt.

**PRACTICE 2**

Think of a classmate and describe him or her. Your partner asks questions and tries to guess who you are describing. Reverse roles.

A: Is she/he tall?
B: Yes, she/he is.
A: Is she/he wearing blue jeans?
B: No, she/he isn't.
A: Is it Woo-jin?
B: Yes, it is!
LISTEN TO THIS

Part 1 Listen to someone describe five people. Check (✓) the qualities you hear described.

___ height    ___ weight    ___ hair    ___ personality
___ glasses    ___ interests    ___ clothing

Part 2 Listen again and number the people you hear about.

Simon ___   Bill ___   Ted ___   Anne ___   Jolene ___   Ken ___   Maria ___

Part 3 Listen again. What is the relationship between the people you heard about? Who are the following?

1. best friends: __________________________
2. brothers: ____________________________
3. brother and sister: ____________________

LET'S TALK

Part 1 Complete the chart about yourself.

<table>
<thead>
<tr>
<th>Colors that I like to wear</th>
<th>You</th>
<th>Your Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colors that I don't like to wear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothes I usually wear to school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothes I usually wear on the weekend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothes I bought recently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothes I want to buy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2 Talk to a partner and complete the chart with his or her information.
Reverse roles.
A: What are colors that you like to wear?
B: I like...
A: What are clothes that you don't like to wear?
B: I don't like...
How often do you shop for clothes? Where do you like to shop for clothes?

Joe: How do you like this sweater?
Ana: Hmm... I don't like it very much. I don't like the color.
Joe: OK. Well, how about this one?
Ana: Yes, it's great. How much is it?
Joe: It's 15 dollars.
Ana: Fifty dollars!
Joe: No, 15.
Ana: Fifteen. That's not bad.
Joe: Excuse me, please. I'd like to try this on.
Clerk: Certainly. The changing room is over there.
Joe: Thank you.
1. Giving opinions

How do you like these things? Mark them from 1 (you like them a lot) to 5 (you don’t like them). Then ask your partner. Reverse roles.

PRACTICE 1

Listen to the example. How do you like these things? Mark them from 1 (you like them a lot) to 5 (you don’t like them). Then ask your partner. Reverse roles.

PRACTICE 2

Do you have any of the items above? Which ones? What do you like about them? Tell your partner. Reverse roles.

Example: I have a scarf. I like it because it’s very soft and it’s bright green.

Use These Words

- bright
- dark
- colorful
- soft
- warm
- stylish
- comfortable
2. Talking about prices

<table>
<thead>
<tr>
<th>How much is it?</th>
<th>It's $15.</th>
</tr>
</thead>
<tbody>
<tr>
<td>the watch?</td>
<td>$55.</td>
</tr>
<tr>
<td>the shoes?</td>
<td>They're $45.</td>
</tr>
</tbody>
</table>

That's not bad. expensive. reasonable. cheap.

PRACTICE

Listen to the example. How much do you think these things cost? Write a price in dollars or in your own currency beside each item. Then compare with a partner.

- watch ______
- earrings ______
- cell phone ______
- sunglasses ______
- backpack ______
- purse ______
- bracelet ______
- jeans ______

LISTEN TO THIS

Part 1 Jenny and Dave are shopping. How do they like the items? Listen and check (✓).

Part 2 Listen again. How much does each item cost? Write the prices.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>like it a lot</td>
<td>like them a lot</td>
<td>like it a lot</td>
<td>like them a lot</td>
</tr>
<tr>
<td>think it's OK</td>
<td>think they're OK</td>
<td>think it's OK</td>
<td>think they're OK</td>
</tr>
<tr>
<td>don't like it</td>
<td>don't like them</td>
<td>don't like it</td>
<td>don't like them</td>
</tr>
<tr>
<td>Price:</td>
<td>Price:</td>
<td>Price:</td>
<td>Price:</td>
</tr>
</tbody>
</table>

Part 3 Did they buy the item? Write yes or no.
(Student A looks at this page. Student B looks at page 109.)

**Part 1** You are going to meet a friend at a party. Look at the picture of your friend. What does he look like? What is he wearing? Make notes.

Dan

**Part 2** You are at the party now, but you don’t see your friend. Describe him to your partner. Your partner will tell you where he is.

**Part 3** Now your partner is going to ask you about one person in the picture above. Listen to the description, and tell your partner where she is.

**Now Try This**

Think of unusual clothing you have seen recently (e.g., in a magazine, on television, or on the street). Describe it to your partner.
Jade: Who are you calling?
David: I'm calling my sister in Sydney, Australia.
Jade: What time is it there?
David: I'm not sure.
Jade: Well, it's 2 P.M. here, so it's about 12 A.M. there. That's very late.
David: No problem. My sister always goes to bed late.
Jade: Really. What time does she go to bed?
David: Around 2 A.M. She's a real night owl!
1. Telling the time

<table>
<thead>
<tr>
<th>What time is it?</th>
<th>It's five after ten.</th>
<th>It's ten fifteen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's ten o'clock.</td>
<td>It's ten oh five.</td>
<td>It's a quarter after ten.</td>
</tr>
<tr>
<td>It's ten thirty.</td>
<td>It's ten forty.</td>
<td>It's ten forty-five.</td>
</tr>
<tr>
<td></td>
<td>It's twenty to eleven.</td>
<td>It's a quarter to eleven.</td>
</tr>
<tr>
<td>It's 10 A.M.</td>
<td>It's 10 P.M.</td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the example. With a partner, take turns saying these times.

**PRACTICE 2**

Listen to the example. Take turns asking about these times.

**PRACTICE 3**

Look at the time in these different places. Ask your partner questions like this:

A: It's 10 A.M. in Tokyo. What time is it in New York?
B: It's 8 P.M.

New York 8:00 p.m.  Paris 2:00 a.m.  Athens 3:00 a.m.  Bangkok 8:00 a.m.  Taipei 9:00 a.m.  Seoul 10:00 a.m.  Tokyo 10:00 a.m.  Sydney 11:00 a.m.
2. Talking about routines

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What time do you get up?</td>
<td>I usually get up at 6:30.</td>
</tr>
<tr>
<td>When do you go to bed?</td>
<td>At about 11:30 P.M.</td>
</tr>
<tr>
<td>What time does your sister get up?</td>
<td>She gets up at around 5 A.M.</td>
</tr>
<tr>
<td>When does she go to bed?</td>
<td>She goes to bed at around 9 P.M.</td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the example. Tell your partner about your routine. Compare the times you do these things.

- get up
- have breakfast
- leave home in the morning
- get home
- have supper
- go to bed

**PRACTICE 2**

Work in groups. Compare your routines. Who are the early birds? Who are the night owls?

A: Jackie is an early bird. She gets up at 5:30 A.M.
B: Peter is a night owl. He goes to bed at 3 A.M.
LISTEN TO THIS

Part 1  Listen to four people talking about their work. Do they like their jobs? Write yes or no.

Part 2  Listen again. When do they start work? When do they finish work? Write the answers in the chart, then compare with a partner.

<table>
<thead>
<tr>
<th>Hair stylist</th>
<th>Dog walker</th>
<th>Ticket seller</th>
<th>Ballet teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starts:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finishes:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 3  What hours do members of your family work? Does anyone work similar hours to one of the people above? Tell your partner.

LET'S TALK

Part 1  What are you going to do this weekend? Write in the things you plan to do.

<table>
<thead>
<tr>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am</td>
<td>8:00 am</td>
</tr>
<tr>
<td>9:00 am</td>
<td>9:00 am</td>
</tr>
<tr>
<td>10:00 am</td>
<td>10:00 am</td>
</tr>
<tr>
<td>11:00 am</td>
<td>11:00 am</td>
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<tr>
<td>12:00 pm</td>
<td>12:00 pm</td>
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<tr>
<td>1:00 pm</td>
<td>1:00 pm</td>
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<tr>
<td>2:00 pm</td>
<td>2:00 pm</td>
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<tr>
<td>3:00 pm</td>
<td>3:00 pm</td>
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<tr>
<td>4:00 pm</td>
<td>4:00 pm</td>
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<tr>
<td>5:00 pm</td>
<td>5:00 pm</td>
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<tr>
<td>6:00 pm</td>
<td>6:00 pm</td>
</tr>
<tr>
<td>7:00 pm</td>
<td>7:00 pm</td>
</tr>
<tr>
<td>8:00 pm</td>
<td>8:00 pm</td>
</tr>
</tbody>
</table>

Part 2  Now talk to a classmate and ask questions like these.
1. When are you free on Saturday?
2. When is a good time for us to see a movie?
3. When are you free on Sunday?
4. When is a good time for us to (your idea) _________?

Use These Words
- go out with friends
- watch TV
- study English
- go shopping
- to the library
- see a movie
- play sports

Unit 5  39
Conversation 2
Are you busy?

What is the busiest day in your week?
What do you do on that day?

Jade: Are you very busy this semester?
Wei-de: So-so.
Jade: What days do you have classes?
Wei-de: I have classes on Tuesday, Wednesday, and Friday.
Jade: And what do you do in your free time?
Wei-de: Well, I go to the gym on Monday and Thursday. And I play tennis on Saturday afternoon.
Jade: Wow! You must be in really good shape!
And what do you do on Sunday?
Wei-de: On Sunday I sleep until noon!
1. Talking about the week

<table>
<thead>
<tr>
<th>Weekdays</th>
<th>The weekend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Tuesday</td>
<td>Saturday</td>
</tr>
<tr>
<td>Wednesday Thursday</td>
<td>Sunday</td>
</tr>
<tr>
<td>Friday</td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the example. Practice saying the days of the week with a partner.

**PRACTICE 2**

Check (✓) when you usually do these things. Then ask a partner when he or she does them. Reverse roles.

<table>
<thead>
<tr>
<th>Activity</th>
<th>On weekdays</th>
<th>On the weekend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go out with friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play sports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stay in and study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watch TV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watch movies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleep late</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A:** When do you study English?
**B:** On the weekend. When do you...?

**PRACTICE 3**

What are two other things you do on weekdays and on the weekend?
Talk to a partner and compare answers.
**Example:** On weekdays I play video games and I...
2. Talking about activities

<table>
<thead>
<tr>
<th>What days do you have classes?</th>
<th>On Monday and Friday.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you do on Friday nights?</td>
<td>I meet my friends.</td>
</tr>
<tr>
<td>after class?</td>
<td>I go to a club.</td>
</tr>
<tr>
<td>Do you have classes on Friday?</td>
<td>Yes, I do.</td>
</tr>
<tr>
<td></td>
<td>No, I don’t.</td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Complete this schedule with one thing you do each day of the week.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE 2**

Listen to the example. Compare your schedule with a partner’s.

**LISTEN TO THIS**

*Part 1* Paul and Hannah are trying to find a time to get together. When can they meet?

*Part 2* Listen again and write the day and time that Paul is going to do these things.

- Go ice skating
- Have a guitar lesson
- Go to Suzie’s birthday party
- Meet Terry and Pat for coffee

<table>
<thead>
<tr>
<th></th>
<th>DAY</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go ice skating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a guitar lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go to Suzie’s birthday party</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet Terry and Pat for coffee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Part 3* Who is busier, Paul or Hannah? Whose schedule is similar to yours?
**Part 1** Complete the information about yourself.

<table>
<thead>
<tr>
<th></th>
<th>Me</th>
<th>My partner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>What time do you get up on weekdays?</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>What time do you get up on weekends?</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>What time do you go to bed on weekdays?</td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>What time do you go to bed on weekends?</td>
<td></td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>What days are you really busy?</td>
<td></td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>What are two things you do on Saturdays?</td>
<td></td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>What are two things you do on the weekend?</td>
<td></td>
</tr>
</tbody>
</table>

**Part 2** Talk to a partner and fill in the chart with your partner's information.

**Part 3** Compare your answers. How similar are you and your partner?

---

**Now Try This**

How well do you know your classmates? Choose a classmate and guess his or her answers to the questions above. Then talk to the classmate and compare your information.
Conversation 1
Tell me about yourself.

What are you studying? How do you like your classes?

Lisa: So what do you do, Emi?
Emi: I'm a student. I'm studying fashion design.
Lisa: That's interesting. And where are you studying?
Emi: At City College.
Lisa: How do you like your classes there?
Emi: I love them. They're a lot of fun.
Lisa: That's great.
Emi: So what do you think of my top? It's my own design.
Lisa: It's awesome!
1. Talking about school

<table>
<thead>
<tr>
<th>What do you do?</th>
<th>I'm a student. I go to school/college.</th>
</tr>
</thead>
<tbody>
<tr>
<td>does Emi</td>
<td>She's a college student.</td>
</tr>
<tr>
<td></td>
<td>She is</td>
</tr>
<tr>
<td>What are you studying?</td>
<td>I'm majoring in business. IT.</td>
</tr>
<tr>
<td>is Emi</td>
<td>She's studying IT.</td>
</tr>
<tr>
<td></td>
<td>She goes to City College.</td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the example. Ask your partner questions about these people. Reverse roles.

1. What does (Rod) do?
2. Where is (Tina) studying?
3. What is (Michiko) majoring in?
4. Where does (Thomas) study?
Complete the chart about yourself. Then ask a partner the questions below. Reverse roles.

<table>
<thead>
<tr>
<th>You</th>
<th>Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Occupation</td>
<td></td>
</tr>
<tr>
<td>2 Area of study</td>
<td></td>
</tr>
<tr>
<td>3 School</td>
<td></td>
</tr>
</tbody>
</table>

1. What do you do?  
2. What are you studying?  
3. Where are you studying?

2. Giving an opinion about school and study

<table>
<thead>
<tr>
<th>How do you like your classes?</th>
<th>I like them a lot.</th>
</tr>
</thead>
<tbody>
<tr>
<td>your school?</td>
<td>It's good.</td>
</tr>
<tr>
<td>studying English?</td>
<td>It's OK.</td>
</tr>
<tr>
<td></td>
<td>It's so-so.</td>
</tr>
</tbody>
</table>

PRACTICE 1

Class CD 1  
Track 57

Listen to the example. Ask a partner about the things below. Reverse roles.

a. 😊  
  b. 😐  
  c. 😞  

1. your school  
2. your classes  
3. studying English  
4. this class  
5. your textbook  
6. your idea __________

PRACTICE 2

Check (✓) your opinion about these ways of learning English. Then ask your partner questions about them. Reverse roles.

<table>
<thead>
<tr>
<th></th>
<th>I like it a lot.</th>
<th>It's good.</th>
<th>It's OK.</th>
<th>It's so-so.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Studying grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Practicing dialogs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Learning vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Working with a partner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Working in groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Using the computer lab</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Listening to songs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A: How do you like using the computer lab?  
B: I like it a lot. Do you?  
A: It's OK.
LISTEN TO THIS

Part 1 Listen to Martin, Rosie, and Liz talking about school. Who likes school the most? Who likes it the least?

Part 2 Listen again and check (✔️) the kind of school they are studying in and their major.

<table>
<thead>
<tr>
<th>School</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior College</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td>University</td>
<td>IT</td>
</tr>
<tr>
<td></td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Business</td>
</tr>
<tr>
<td></td>
<td>Tourism</td>
</tr>
</tbody>
</table>

- Martin
- Rosie
- Liz

Part 3 Listen again and check (✔️) how well they like their school and their major.

<table>
<thead>
<tr>
<th>School</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Like it a lot</td>
<td>Like it a lot</td>
</tr>
<tr>
<td>So-so</td>
<td>So-so</td>
</tr>
<tr>
<td>Don’t like</td>
<td>Don’t like</td>
</tr>
</tbody>
</table>

- Martin
- Rosie
- Liz

Part 4 Talk to your partner about Martin, Rosie, and Liz. Who do you think will change their major? Who will be most successful in school?

LET’S TALK

Part 1 Complete the chart with information about yourself. What are some subjects you are studying? How do you like them? Choose from the following: difficult, interesting, useful, easy, OK, boring.

<table>
<thead>
<tr>
<th>Subject</th>
<th>My opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2 Work in pairs. Student A asks questions, and Student B answers. Reverse roles.
A: What subjects are you studying this year?
B: I’m studying math, marketing, English, and...
A: How do you like math?
B: It’s OK.
A: How about marketing?

Use These Words
- history
- economics
- physics
- law
- political science
- biology
- engineering
- medicine
Do you spend a lot of time with your friends? What are they like?

Ali: So, who is your best friend?
Emi: I guess that’s my friend Sara.
Ali: Tell me about her. What’s she like?
Emi: Oh, she’s great. She’s very funny. And she’s interesting to talk to.
Ali: Really?
Emi: Yes, she’s very outgoing and talkative.
Ali: And is she easygoing?
Emi: Oh, sure. That’s why I like her. The only thing is, she’s forgetful at times. She’s not very reliable.
Ali: Yeah?
Emi: Yes. We have an appointment, and she’s late. That’s Sara!
1. Talking about personal qualities

<table>
<thead>
<tr>
<th>What's Sarah like?</th>
<th>She's fun and she's talkative. He's easygoing and outgoing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>David</td>
<td></td>
</tr>
<tr>
<td>Is she easygoing?</td>
<td>Yes, she is. She's very easygoing. No, she's not very reliable.</td>
</tr>
<tr>
<td>reliable?</td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the example. Do you think the qualities below are positive or negative? Write them in the chart below. Compare with a partner.

- talkative
- fun
- unreliable
- different
- outgoing
- easygoing
- impatient
- shy
- interesting
- patient
- serious
- reliable

<table>
<thead>
<tr>
<th>Positive qualities</th>
<th>Negative qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE 2**

Work with a partner. Describe at least three qualities of one of your friends. Reverse roles.

A: I'm going to talk about my friend Tina.
B: What's she like?
A: Well, she's fun and easygoing. And she's talkative.
B: Is she reliable?
A: Yes, she is.
2. Comparing personal qualities

<table>
<thead>
<tr>
<th>How similar are you and your best friend?</th>
<th>We are both talkative.</th>
</tr>
</thead>
<tbody>
<tr>
<td>brother / sister?</td>
<td>She's patient, but I'm impatient at times.</td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the example. Work with a partner. Talk about you and a friend, brother, or sister. Reverse roles.

A: Who is your best friend?
B: My best friend is my sister, Anna.
A: How similar are you?
B: Well, we are both talkative.
A: And how are you different?

**PRACTICE 2**

Complete this chart about you and a friend. Use the words above and on page 49. Then work with a partner and compare your information.

<table>
<thead>
<tr>
<th>Some similarities</th>
<th>Some differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me</td>
<td></td>
</tr>
<tr>
<td>My friend</td>
<td></td>
</tr>
</tbody>
</table>

**LISTEN TO THIS**

**Part 1** Listen to Colin talking about his new roommate in the college dormitory. Check (✓) the things he likes about his roommate.

**Part 2** Listen again. Mark the things he doesn’t like with an X.

<table>
<thead>
<tr>
<th>Likes</th>
<th>Dislikes</th>
<th>Likes</th>
<th>Dislikes</th>
</tr>
</thead>
<tbody>
<tr>
<td>friendly</td>
<td>untidy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| interesting | lazy | 6
| funny | forgetful |
| good student | impolite | 8

**Part 3** List the three qualities you think are most important for a roommate.
**Part 1** Read the questions. Then write your answers in the chart below.

1. What are your favorite school subjects?
2. What subjects don’t you like?
3. What are some of your good qualities?
4. What are some of your not so good qualities?

<table>
<thead>
<tr>
<th>Me</th>
<th>My partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorite school subjects</td>
<td>Favorite school subjects</td>
</tr>
<tr>
<td>School subjects I don’t like</td>
<td>School subjects he/she doesn’t like</td>
</tr>
<tr>
<td>My good qualities</td>
<td>My partner’s good qualities</td>
</tr>
<tr>
<td>My not-so-good qualities</td>
<td>My partner’s not-so-good qualities</td>
</tr>
</tbody>
</table>

**Part 2** Work in pairs. Ask your partner the questions above and write his or her information in the chart.

**Part 3** Work in groups. Tell the group about your partner. How similar are people in your group?

**Now Try This**

Which of the fields below best suits you? Why? List some of your personal qualities that make it a good choice for you. Compare your answers with a partner's.

- Sales and marketing
- Business
- The arts/entertainment
LISTEN TO THIS  UNIT 4

Part 1  Kim is meeting Bob at the airport. They have not met before. Listen to their telephone conversation and write their information in the chart.

<table>
<thead>
<tr>
<th></th>
<th>Height</th>
<th>Hair</th>
<th>Clothes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kim</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2  Ask your partner questions to find out if your answers are the same.

GIVE IT A TRY

Part 1  Look at these two sisters. Compare how they look: their height, weight, what they are wearing. How many differences can you find between them?

Part 2  Work with a partner. Then discuss with others. Who has the most differences?

LISTEN TO THIS  UNIT 5

Part 1  Anna and Dave are trying to find a time to meet for dinner this week. When are they doing the things below? Write A when Anna is busy, and D when Dave is busy.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Have late classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Play basketball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Go to the gym</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Have a driving lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Have a meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Meeting friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2  When can they meet?
GIVE IT A TRY

Work with a partner. Student A is visiting your city and asks the questions below. Student B answers the questions. Reverse roles.
1. What time do banks open here? And what time do they close?
2. How about department stores? What are their opening and closing times?
3. What about schools? What time do classes start and finish at public schools?
4. And what time does the subway run until during the week? How about on weekends?

LISTEN TO THIS  UNIT 6

Class CD 1  Track 66

Part 1 What qualities do you think are important for the people below? Mark your answers with an X. Then listen to two people giving their opinions. Mark their answers with a check (✓).

<table>
<thead>
<tr>
<th>Important qualities for...</th>
<th>Roommate</th>
<th>Travel companion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 outgoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 easygoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 relaxed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 talkative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 responsible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 practical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 considerate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2 Do you agree with them? Ask your partner questions to find out if your answers are the same.

GIVE IT A TRY

Work with a group. What's your opinion of these subjects? Choose three words to describe them, then compare your answers with your partners'.
difficult, easy, fascinating, boring, useful, not very useful, fun, so-so, important

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Math</th>
<th>Computers</th>
<th>Literature</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Conversación 1

¿Qué es tu actividad favorita en el fin de semana? ¿No te gusta hacerlo en el fin de semana?

Actividad | Horas por semana
--- | ---
Asistir a clase | 16
Estudiar | 15
Usar un ordenador | 7
Ejercicio | 6
Ver televisión | 5.5

¿Cuántas horas pasas en tu estudio a la semana?

- ¿Qué actividades haces durante el fin de semana?
- ¿Qué más haces?

Mei-ho: ¿Qué haces generalmente en sábado?
Tasha: Normalmente me levanto temprano y corro. Luego me reúno con mis amigos y cenamos juntos.
Mei-ho: ¿Y en la tarde?
Tasha: En la tarde normalmente veo un película o voy a casa de mi amigo.
Mei-ho: ¿Eres de los que practican deportes en el fin de semana?
Tasha: Sí, a veces juego al tenis.
Mei-ho: Me encanta el tenis. ¿Por qué no jugamos juntos alguna vez?
Tasha: Claro, eso suena bien.
1. Talking about routines (1)

What do you usually do on Saturday morning / afternoon / evening?

I usually get up early in the morning.
In the afternoon, I often see a movie.
In the evening, sometimes I meet friends.

PRACTICE 1

Listen to the example. Do you do any of these things on Saturday? Check (√) your answers, then ask your partner about his or her activities. Reverse roles.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Me</th>
<th>My partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleep in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play sports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play video games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go to the movies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surf the web</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hang out with friends</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PRACTICE 2

Listen to the example. List other things you do at these times on Saturday. Then ask your partner what he or she does. Reverse roles.

1. in the morning: ____________________________
2. in the afternoon: __________________________

PRACTICE 3

Work in groups. Tell the group something interesting about your partner.

Example: Jodi always washes her car on Saturday morning.
2. Talking about routines (2)

| Do you ever play sports on the weekend? go out on Saturday night? | Yes, I sometimes play tennis. often go out on Saturday night. I do sometimes. / I sometimes do. No, not very often. I never do. |
| Does she ever play sports on the weekend? go out on Saturday night? | Yes, she sometimes plays tennis / sports. often goes out. She does sometimes. No, not very often. she never does. |

**PRACTICE 1**

Listen to the example. Do you do these things on Saturday night? How often? Ask and answer questions with a partner.

1. go out with friends
2. go out with your parents
3. watch a midnight movie
4. go out to eat
5. go to a movie on your own
6. go dancing
7. have friends over for a party
8. stay home and watch TV

**PRACTICE 2**

What are some other things you do on Saturday night? Write three things below, then ask your partner. Reverse roles.

1. I sometimes
2. I often
3. I usually

A: I sometimes play video games all night. Do you ever do that?
B: No way!

**Use These Words**

- read a book
- play video games
- study for school
- go shopping
- listen to music
- clean the house
LISTEN TO THIS

Part 1 Listen to Angie and Ivan talking about Angie’s work. How does she like her job? Check (√) the best phrase.

___ hates it    ___ it’s OK    ___ likes it a lot

Part 2 Listen again. Check (√) if these statements are True or False.

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>gets up at 5 A.M.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>a car takes her to the location</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>often spends eight hours on a photo shoot</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>sometimes gets home very late</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>always gets to keep the clothes she models</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>sometimes makes $1,000 for a day’s work</td>
<td></td>
</tr>
</tbody>
</table>

Part 3 Would you like to be a model? Talk with a partner about the pros and cons (good points and bad points) of modeling.

LET’S TALK

Part 1 What do you do at these times? Complete the chart with information about yourself.

<table>
<thead>
<tr>
<th>What do you do...?</th>
<th>Me</th>
<th>Classmate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 on a long weekend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 on a hot summer’s day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 on a cold winter’s day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 on a public holiday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 on your birthday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2 Interview your classmates to find out what they do at these times. When you find someone who does the same things as you do, write his or her name in the chart.

A: What do you do on a public holiday?
B: I usually sleep in late. Then I sometimes...

Use These Words

I sleep late, too.
So do I.
I do, too.
I don’t either.
Neither do I.
What's your favorite place to go on the weekend?

Jack: How was your weekend, Mei-ho?
Mei-ho: It was pretty good, thanks. How about you? Did you have a nice weekend?
Jack: Yes, it was terrific.
Mei-ho: What did you do?
Jack: I went to the beach with my family. It was great.
Mei-ho: How was the weather?
Jack: Fantastic—sunny and hot.
Mei-ho: So what did you do there?
Jack: We walked along the beach and swam in the ocean. And then we had a barbecue on the beach on Saturday night. On Sunday I played tennis.
Mei-ho: Oh... so that's why you're so sunburned!
1. Asking about the weekend

How was your weekend?  It was    | How was yours?
great.              |              
terrific.           |              
OK.                 |              
pretty good.        |              
very quiet.         |              

PRACTICE

Listen to the example. Work in groups. Greet your classmates and ask about the weekend. Switch roles.

2. Talking about past events (1)

<table>
<thead>
<tr>
<th>What did you do on the weekend? last night?</th>
<th>Regular verbs</th>
<th>Irregular verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>I watched a DVD.</td>
<td>I went to the beach.</td>
<td></td>
</tr>
<tr>
<td>I visited friends.</td>
<td>I swam in the ocean.</td>
<td></td>
</tr>
<tr>
<td>I stayed in.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PRACTICE

Listen to the example. Check (✔) if you did any of these things last weekend. Then ask your partner what he or she did. Reverse roles.

- saw a movie
- went shopping
- surfed the web
- went to a party
- played basketball
- relaxed
- studied
- met friends
- your idea __________________

Use These Words

Irregular verbs
- go—went
- see—saw
- have—had
- buy—bought
3. Talking about past events (2)

Did you have a nice weekend? Yes, I did.
Did you go to the movies on Sunday? No, I didn’t. I went shopping.

PRACTICE

Listen to the example. Did you do any of these things last weekend? Write yes or no, and add details in the chart. Then ask a partner questions about his or her weekend. Reverse roles.

<table>
<thead>
<tr>
<th>Did you...?</th>
<th>Me</th>
<th>My partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>go shopping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>send any e-mails</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play sports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sleep late</td>
<td></td>
<td></td>
</tr>
<tr>
<td>go out with friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clean your room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>watch a movie</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LISTEN TO THIS

Part 1 Listen to the conversation. What are Sami and Tamika talking about? Check (✓) the best answer.

- movies    - music    - weekends    - sports

Part 2 Listen again. What did Sami and Tamika do on the weekend? Check (✓) the things they did.

<table>
<thead>
<tr>
<th></th>
<th>Sami</th>
<th>Tamika</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Went to a concert</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Saw a movie</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Went to a party</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Studied for a test</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Played soccer</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>What else?</td>
<td></td>
</tr>
</tbody>
</table>

Part 3 Listen again. What else did they do? Write your answers above.

Part 4 Talk about Sami’s and Tamika’s weekends with a partner. How was your weekend similar or different?
Part 1  Complete the chart below with information about yourself.

<table>
<thead>
<tr>
<th>What is something...?</th>
<th>Me</th>
<th>My partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 you usually do on Saturday morning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 you never do on Sunday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 you often do after class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 you often talk about with your best friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 you bought last week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 different you did last week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 you did last weekend but you didn’t enjoy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2  Interview your partner and take notes in the chart. Then compare your answers.

Now Try This

What are some things that often happen in your city or town on the weekend? What are things visitors often like to do and see? Talk about them with a partner.
What do you usually have for breakfast? Do you have a small breakfast or a big breakfast?

Mike: What do you usually have for breakfast at home, Kenny?
Kenny: I usually have rice and soup.
Mike: Yeah? And what do you have to drink?
Kenny: Oh, I usually have juice or milk.
Mike: Do you like coffee?
Kenny: Yes, it's OK. But I don't drink a lot of coffee.
Mike: What's your favorite drink?
Kenny: I guess it's soda.
1. Asking about meals

<table>
<thead>
<tr>
<th>What do you have for breakfast?</th>
<th>I usually have toast and fruit. rice and eggs. bread and fruit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do you have lunch?</td>
<td>I don't usually eat breakfast.</td>
</tr>
<tr>
<td></td>
<td>I have lunch at school. at home. in the cafeteria.</td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Look at things people sometimes have for breakfast or lunch. With a partner, think of some other foods and add them to the chart.

**Breakfast**
- rice
- eggs
- fruit
- bread
- toast
- soup

**Lunch**
- noodles
- sandwiches
- fast food
- sushi
- a burger
- a salad

**Drinks**
- tea
- coffee
- juice
- water
- milk
- soda

**PRACTICE 2**

Listen to the example. Talk with a partner about what you have for breakfast and lunch.

A: What do you have for breakfast?
B: I usually have __________. What about you?
A: I usually have __________. And what do you have to drink?
B: __________. And what do you have for lunch?
A: Oh, I usually have __________. What do you have?
B: I have __________ or maybe __________.
A: Where do you have lunch?
B: I usually have lunch __________.
2. Asking about likes

<table>
<thead>
<tr>
<th>Do you like coffee?</th>
<th>Yes, it's OK. / Yes, I do.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes, but I don't drink a lot of coffee.</td>
</tr>
<tr>
<td></td>
<td>No, I don't. / Not really.</td>
</tr>
<tr>
<td>What's your favorite drink?</td>
<td>I guess it's soda.</td>
</tr>
<tr>
<td>What's your favorite food?</td>
<td>I really like pizza.</td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the example. Look at the foods and drinks below. Do you like them? Ask your partner about them. Reverse roles.

- Coffee
- Soda
- Soy milk
- Yogurt
- Cheese
- Spicy food
- Pizza
- Lamb
- Seafood
- Brownies

A: Do you like coffee?
B: Not really. What about you?
A: Yes, I do.

**PRACTICE 2**

Complete the chart with information about yourself. Then ask a partner about their favorites. Reverse roles.

<table>
<thead>
<tr>
<th>What's your favorite...?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 type of food</td>
<td></td>
</tr>
<tr>
<td>(for example, Italian or Thai)</td>
<td></td>
</tr>
<tr>
<td>2 dessert</td>
<td></td>
</tr>
<tr>
<td>3 sandwich</td>
<td></td>
</tr>
<tr>
<td>4 fast food</td>
<td></td>
</tr>
<tr>
<td>5 snack</td>
<td></td>
</tr>
</tbody>
</table>

**Use These Words**

- Thai
- Mexican
- Korean
- Japanese
- Indian
- French
- Chinese
- Vietnamese
- Cake
- Cookies
- Brownies
- Pie
- Ice cream
LISTEN TO THIS

Part 1 Aran and Robert are comparing what they eat in Thailand and in England. Which meal are they talking about?

__ breakfast  __ lunch  __ dinner  __ snacks

Part 2 Listen again. What do people in Thailand and England usually have for breakfast? Check (✓) the things they say.

<table>
<thead>
<tr>
<th></th>
<th>Thailand</th>
<th>England</th>
<th>Thailand</th>
<th>England</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bacon</td>
<td></td>
<td>Juice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beef curry</td>
<td></td>
<td>Mushrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boiled eggs</td>
<td></td>
<td>Rice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cereal</td>
<td></td>
<td>Sausages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicken curry</td>
<td></td>
<td>Tomatoes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coffee</td>
<td></td>
<td>Toast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fried eggs</td>
<td></td>
<td>Tea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fruit</td>
<td></td>
<td>Vegetables</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 3 Listen again. What do Aran and Robert usually have for breakfast? Mark the items with an X.

Part 4 Do you eat any of the same foods? Talk with your partner about what you have for breakfast.

LET'S TALK

Part 1 You are going to do a survey. First fill in the chart with information about yourself.

<table>
<thead>
<tr>
<th></th>
<th>Me</th>
<th>Classmate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorite meat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favorite fish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favorite fruit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favorite fast food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favorite holiday food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Favorite meal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your idea:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2 Work in groups. Ask your classmates about their favorites.

A: What's your favorite meat?
B: I guess it's chicken. What's yours?
A: Lamb.
B: Really? I don't like lamb very much.

Part 3 Do you and your classmates like the same foods?
Are you hungry?

Jodi: Are you hungry?
Kenny: Yes, I am.
Jodi: Me too. Let's have something to eat.
Kenny: What do you feel like?
Jodi: How about some cake and a cappuccino?
Kenny: OK.
Jodi: Let's go to the Starlight Cafe. They have delicious cakes and great cappuccino.
Kenny: That sounds good. Let's go.
GIVE IT A TRY

1. Asking about wants and preferences

<table>
<thead>
<tr>
<th>Informally</th>
<th>More formally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you hungry?</td>
<td>Yes, I am.</td>
</tr>
<tr>
<td>thristy?</td>
<td>Not right now.</td>
</tr>
<tr>
<td>What do you feel like?</td>
<td>Maybe a milk shake.</td>
</tr>
<tr>
<td>How about a coffee?</td>
<td>No, thanks.</td>
</tr>
<tr>
<td>Would you like something to eat / drink?</td>
<td>Yes, please. / No, thank you.</td>
</tr>
<tr>
<td>What would you like to eat?</td>
<td>I'd like a burger.</td>
</tr>
<tr>
<td>What would she like to drink?</td>
<td>She would like some juice.</td>
</tr>
<tr>
<td>Would you like some water?</td>
<td>Yes, please.</td>
</tr>
</tbody>
</table>

PRACTICE 1

Listen to the example. Ask a partner what he or she feels like having. Reverse roles.

an ice-cream sundae  a milk shake  some noodles
some sushi  some soup  iced tea

Use These Words
I feel like something ...
sweet
cold
hot
light

PRACTICE 2

Listen to the example. Now ask your partner more formally. Reverse roles.

A: Would you like something to eat?
B: No, not right now.
A: Would you like something to drink?
B: Yes, please. I'd like a milk shake.
Work in groups. You are going out to buy lunch, dinner, or a snack for three classmates. Ask what they want to eat and drink and write their answers below. Reverse roles.

<table>
<thead>
<tr>
<th>Name</th>
<th>Food</th>
<th>Drink</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now compare your answers with someone from another group.

Example: Ali would like pizza and a soda.
Silvia would like sushi and iced tea.

**LISTEN TO THIS**

**Part 1** Listen to people placing orders in a cafe. What meal are they eating?
___ breakfast  ___ lunch  ___ dinner

**Part 2** Listen again and mark their orders. Write M next to the things Maria orders, and P next to the things Paul orders.

**Menu**

**Fresh Salads**
- Mixed green salad $5.95
- Chicken salad $7.50

All salads served with bread and choice of dressings: Italian, Sesame, Ranch

**Sandwiches**
- Club sandwich $7.25
- Tuna sandwich $5.95

**Side Dishes**
- French fries $2.95
- Fruit salad $3.50
- Three bean salad $3.75

**Desserts**
- Chocolate cake $3.50
- Apple pie $3.50

**Beverages**
- Iced coffee $2.00
- Iced tea $2.00
- Juice (apple, grapefruit, orange, tomato) $1.50

**Part 3** Work in groups of three. Role-play the conversation between Maria and Paul and the server.
Part 1  You are traveling in Australia. You stop for breakfast at a cafe. Ask what they have to eat and drink. Fill in the menu.

**Breakfast Menu**

**Eggs**  
Prepared to order:  
______________, ________, or __________.  
______________, or __________.  

**Waffles**  
Homemade waffles served with fresh  
______________ (______________,  
______________, or __________).  

**Beverages**  
Tea, Coffee  
Juice  Choice of __________.  
______________, or __________.  
Milk  

**Omelettes**  
Made with ____ eggs.  
Choice of fillings: __________.  
______________, or __________.  

**From the Bakery**  
Muffins  Choice of __________.  
______________, or __________.  
Croissant  Served with __________ or __________.  

Part 2  Decide what you want for breakfast—choose something to eat and something to drink. Tell your partner.

Part 3  Reverse roles. You are the server, and your partner is the customer. Take your partner’s order. Take notes.
You are really creative.

What hobbies do you enjoy? Do you collect anything?

Aya: Congratulations, Julia. You are a really good photographer.
Julia: Thanks.
Aya: So how do you take a good photograph?
Julia: Well, you need to be patient. It takes time to get a good picture. You need good light and a good subject.
Aya: And I guess you need to be creative. Your photos are always very original.
Julia: Well, I try to be different.
Aya: I never seem to take good photos. I don’t think I’m very artistic. And I’m not very patient.
Julia: Well, it’s easy to learn. Do you want me to give you some lessons?
Aya: Yeah. That would be great.
1. Describing qualities

A photographer needs to be patient. __He/She also needs to be__ artistic, creative, original.

**PRACTICE 1**

Listen to the example. What qualities do these people need? Choose three for each person. Then talk about your answers with a partner.

A: I think a teacher needs to be well-organized, energetic, and smart.
B: I think a teacher needs to be well-organized, flexible, and tolerant.

a teacher  a parent  a best friend  an employer

**Use These Words**
easygoing  understanding  creative  flexible
smart  funny  energetic  serious
generous  well-organized  reliable  tolerant

**PRACTICE 2**

Listen to the example. What positive and negative qualities do you have? Complete the chart for yourself. Then talk about your answers with a partner.

<table>
<thead>
<tr>
<th>My positive qualities</th>
<th>My negative qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example: I'm patient and easygoing. But sometimes I'm forgetful.

**Use These Words**
smart  funny
lazy  forgetful
sloppy  patient
neat  emotional
2. Asking about abilities and talents

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you creative?</td>
<td>I think so.</td>
</tr>
<tr>
<td></td>
<td>Somewhat.</td>
</tr>
<tr>
<td></td>
<td>No, I'm not (very creative).</td>
</tr>
<tr>
<td>Are you good at</td>
<td></td>
</tr>
<tr>
<td>languages?</td>
<td>Yes, I am.</td>
</tr>
<tr>
<td>math?</td>
<td>I'm pretty good at languages / math.</td>
</tr>
<tr>
<td></td>
<td>Not really.</td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Check (✓) your skills in the chart below.

**What are your special talents?**

- A Are you:  
  - Creative
  - Artistic
  - Musical

- B Are you good at:  
  - Singing
  - Sports
  - Math
  - Dancing
  - Languages
  - Poetry
  - Drama
  - Debates
  - Painting
  - Story-telling

**PRACTICE 2**

Listen to the example. Work in pairs. Ask your partner questions about the talents and skills in Practice 1. Reverse roles.

**PRACTICE 3**

Work in groups. Talk about your partner's special talents or abilities.

Example:  Yoshi is very artistic. He's also good at singing.
LISTEN TO THIS

Part 1  Carl is talking about his family. Listen and check (√) the people he is talking about.

__ brother  __ father  __ sister  __ mother

Part 2  Check (√) the correct information about each person’s talents and skills.

<table>
<thead>
<tr>
<th></th>
<th>Sports</th>
<th>Languages</th>
<th>Math</th>
<th>Music</th>
<th>Computers</th>
<th>Dancing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 3  Talk to your partner about Rosa and Peter (Carl’s brother). Describe them. Who are you most similar to?

LET’S TALK

Part 1  Complete the chart with information about the people below.

<table>
<thead>
<tr>
<th></th>
<th>My mother</th>
<th>My father</th>
<th>My best friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What special talents do they have?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>What are some of their positive qualities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Do they have any negative qualities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>What are some things they are good at?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>What are some things they are not good at?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2  Ask your partner questions about the people above. Reverse roles.
What musical instruments are popular in your country? Do you play an instrument?

Tim: Wow! You can play the guitar really well.
Aya: Thanks. Can you play the guitar?
Tim: No, I can’t. But I can play the violin.
Aya: Really? What else can you play?
Tim: I can play the trumpet, too.
Aya: Oh, yeah? I can’t play the trumpet. I think it’s pretty hard.
Tim: It’s not that hard. You just need to practice.
Aya: Can I hear you play some time?
Tim: Sure.

Notice how can and can’t are pronounced.
Can you play the guitar?
I can play the guitar.
I can’t play the trumpet.
Listen to the conversation again and notice the pronunciation of can and can’t.
1. Describing abilities (1)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you play the guitar?</td>
<td>Yes, I can.</td>
</tr>
<tr>
<td></td>
<td>No, I can't.</td>
</tr>
<tr>
<td>Can Tim play the piano?</td>
<td>Yes, he can.</td>
</tr>
<tr>
<td></td>
<td>No, he can't.</td>
</tr>
<tr>
<td>I can play the piano, but I can't play the violin, but she can't play the trumpet.</td>
<td></td>
</tr>
<tr>
<td>Rosa I can't play the piano very well.</td>
<td></td>
</tr>
</tbody>
</table>

**Practice 1**

Work in groups. Listen to the example. How many of these things can you do? Check (✓) your answers. Then ask and answer questions with your partners.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Not very well</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Play hockey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Play chess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Play tennis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Dance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Cook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Play the piano</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Play the guitar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Play the violin</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A: Can you play hockey?
B: No, I can't. Can you?
A: Not very well.

**Practice 2**

Tell the class two things people in your group can do and two things they can’t do.
2. Describing abilities (2)

| What musical instrument can you play? | I can play the guitar. |
| What languages can you speak?         | I can speak Chinese.   |

**PRACTICE 1**

Work in groups. Listen to the example. Talk to three classmates and complete the chart with information about them.

<table>
<thead>
<tr>
<th>Name:</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What languages can you speak?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>What sports can you play?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>What instruments can you play?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>What dishes can you cook?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>What dances can you do?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE 2**

Tell the class three facts about your classmates.

Example: Daniel can dance the tango. Sun-woo can play the electric guitar.

**LISTEN TO THIS**

**Part 1** Listen to Sonia and Mike. Where are they? Check (✓) the correct answer.

   ____ home    ____ cafe    ____ school    ____ library    ____ concert

**Part 2** Listen again. Circle their answers to questions about languages, music, and sports.

<table>
<thead>
<tr>
<th></th>
<th>Sonia</th>
<th>Mike</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What languages can they speak?</td>
<td>French Chinese Spanish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>German Japanese Korean</td>
</tr>
<tr>
<td>2</td>
<td>What instruments can they play?</td>
<td>piano violin guitar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>organ guitar drums</td>
</tr>
<tr>
<td>3</td>
<td>What sports can they play?</td>
<td>tennis soccer basketball</td>
</tr>
<tr>
<td></td>
<td></td>
<td>judo tennis baseball</td>
</tr>
</tbody>
</table>

**Part 3** How well can they do the things above? Write + for things they do well and - for things they’re not good at. With a partner, compare your abilities with Sonia’s and Mike’s.
(Student A looks at this page. Student B looks at page 111.)

Part 1 Look at these two ads for summer jobs. What special skills or abilities do you think a person would need for each job? Choose from the box and add your own ideas. Write R next to the skills a reporter needs. Write B next to the skills a baby-sitter needs.

<table>
<thead>
<tr>
<th>good at languages</th>
<th>flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>good at English</td>
<td>persuasive</td>
</tr>
<tr>
<td>a good communicator</td>
<td>good IT skills</td>
</tr>
<tr>
<td>good at sports</td>
<td>good sense of humor</td>
</tr>
<tr>
<td>creative</td>
<td>sings well</td>
</tr>
<tr>
<td>patient</td>
<td>plays a musical instrument</td>
</tr>
<tr>
<td>your idea</td>
<td>your idea</td>
</tr>
</tbody>
</table>

Part 2 Your partner is interested in applying for one of the jobs above. Ask about his or her skills. Tell your partner which job you think is best for him or her.

Part 3 You are interested in applying for one of the jobs below. Decide which one you think you are most qualified for.

<table>
<thead>
<tr>
<th>Summer Jobs Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales assistant in music store</td>
</tr>
<tr>
<td>Telephone-marketing salesperson for health foods</td>
</tr>
</tbody>
</table>

Part 4 Your partner will ask you about your skills. Answer the questions and find out which job is best for you.

Now Try This
What hobbies and pastimes do people enjoy that are special to your country? Do they require any special skills or abilities?
LISTEN TO THIS  UNIT 7

Part 1 Ken is talking about his vacation. How were these things? Listen and check (✓) his responses.

<table>
<thead>
<tr>
<th></th>
<th>Good</th>
<th>So-so</th>
<th>Not good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The hotel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The weather</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The flight</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2 Ask your partner questions to find out if your answers are the same.

GIVE IT A TRY

Work with a partner. Ask and answer these questions. Ask follow-up questions of your own.

1. How do you usually spend your free time?
2. What do you often do when you go out with friends?
3. What is something you never do on the weekend?
4. What is something you sometimes do in the evening?
5. What is something you always do in the morning?

LISTEN TO THIS  UNIT 8

Part 1 Jay and Sally are trying to decide where to eat. Check (✓) what kind of food the places below serve. What is their food like?

<table>
<thead>
<tr>
<th>The menu</th>
<th>Cake</th>
<th>Sandwiches</th>
<th>Pizza</th>
<th>Noodles</th>
<th>Hot dogs</th>
<th>Sushi</th>
<th>Their food</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jenny's Kitchen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Great</td>
</tr>
<tr>
<td>2 Bob's Cafe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>So-so</td>
</tr>
<tr>
<td>3 The Snack Shack</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2 Where do they decide to eat? Ask your partner questions to find out if your answers are the same.
GIVE IT A TRY

Work with a group. Ask the people in your group about their favorite food and drink. Write their answers below. Do people in your group like the same things?

1. Favorite foods: ____________________________
2. Favorite drinks: ____________________________

LISTEN TO THIS  UNIT 9

Class CD 2
Track 34

Part 1  Cassy is trying to find a roommate. She’s telling a friend about two people she has met. Listen and check (✔) each person’s qualities.

<table>
<thead>
<tr>
<th>Cassy</th>
<th>Kavita</th>
<th>Soon-Ya</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Well-organized</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Lazy</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sloppy</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Serious</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Funny</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Easygoing</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Energetic</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Reliable</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Flexible</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Creative</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Forgetful</td>
<td></td>
</tr>
</tbody>
</table>

Part 2  Who do you think Cassy should choose?

GIVE IT A TRY

Work with a partner. Ask each other the questions below. Then suggest a good job for each other.

1. Are you persuasive? Can you sell people things?
2. Are you a good communicator? Can you give speeches in public?
3. Are you a problem solver? Can you help people with problems?
4. Are you creative? Can you make things?
5. Are you artistic? Can you draw or paint?
6. Are you organized? Can you work on different things at the same time?
7. Are you easygoing? Can you work well under stress?
Arun: I’d love some coffee. Is there a coffee shop around here?
Beth: Yeah, there’s one just around the corner.
Arun: Really? Whereabouts?
Beth: It’s next to the bookstore. It’s called Dove.
Arun: Oh, yeah. Do you feel like having a cup of coffee?
Beth: Sure. And after that I’d like to have a look at that new music store.
Arun: Where’s that?
Beth: It’s on Forbes Street, near the subway entrance.
Arun: OK. Sounds good.
1. Asking about places

Is there a coffee shop around here? No, I don’t think so.
Yes, there is. On Pine Street.
Yes, there’s one on Pine Street, next to... There’s a coffee shop on Pine Street.

PRACTICE 1

Listen to the example. Ask your partner about the places below. Reverse roles.
1. a supermarket
2. a drugstore
3. a newsstand
4. a movie theater
5. a subway entrance
6. a bookstore

PRACTICE 2

Ask your partner about places in your neighborhood. Reverse roles.
A: Is there a bus stop near here?
B: Yes, there’s one on Main Street.

Use These Words
bus stop
restaurant
bank
shopping mall
coffee shop
ATM (automated teller machine)
2. Describing outdoor locations

Where’s the coffee shop?
That?
Whereabouts?

Pine Street
It’s on Pine Street.

Pine Street
It’s on the corner of Pine and Oak.

Book Store
It’s next to the bookstore.

Supermarket
It’s across from the supermarket.

Train Station
It’s near the train station.

Hotel
It’s between the bank and the hotel.

PRACTICE 1

Listen to the example. Take turns asking about the location of the places below.

1. coffee shop
2. movie theater
3. drugstore
4. post office
5. bank
6. department store
7. music store

PRACTICE 2

Ask and answer questions like these:

A: What’s on Pine Street, across from the bank?
B: The...
LISTEN TO THIS

Part 1 Listen to two people talking. What does the first person want to know?

Part 2 Listen again and mark the location of these places on the map.
1. bookstore 3. hairdresser 5. Chinese restaurant
2. Indian restaurant 4. gym 6. coffee shop

Part 3 Does the man recommend each place or not? Talk about it with your partner and write a (✔) next to the places he likes.

LET'S TALK

Part 1 Work with a partner. Draw a map of your school neighborhood showing a few of the main streets. Mark the location of five places you know on the map.

Example: There's a photo shop here, on the corner.

Part 2 Compare your map with others. How many different places can you identify?
How do you get around your city? Which forms of transportation do you use?

Arun: You check the map and I'll drive.
Kim: OK. Go down this street for about three blocks. You are going to turn at the next intersection.
Arun: Do I turn right or left?
Kim: Sorry. Turn left after the drugstore.
Arun: OK. Now what?
Kim: Now we go along this street for three blocks. Their building is number 366.
Arun: There it is. But where can we park the car?
Kim: There's a parking lot just down the street, across from the supermarket.
1. Giving directions

- Go up Pine Street to the intersection. for three blocks.
- Go down and Walk along.
- Turn right at the corner. on Pine.

Go up / down the street. Turn left. Turn right.

**PRACTICE 1**

Listen to the example. Give your partner directions. Your partner names the picture you are describing. Reverse roles.

1. MAIN STREET
   - PINE ST.
   - FIRST STREET
   - Bookstore
   - SECOND STREET
   - THIRD STREET

2. MAIN STREET
   - PINE ST.
   - FIRST STREET
   - Cafe
   - SECOND STREET
   - THIRD STREET

3. MAIN STREET
   - PINE ST.
   - Post Office
   - Cafe
   - FIRST STREET
   - Bookstore

4. MAIN STREET
   - PINE ST.
   - Cafe
   - Post Office
   - FIRST STREET
   - Bookstore
Listen to the example. You are at X. Ask your partner how to get to the places below. Reverse roles.

1. the bus stop  3. the bank  5. the game center  7. the library
2. the subway station  4. the cafe  6. the drugstore

A: How do I get to the bus stop? / I'm looking for...
B: OK. Go along Pine Street...

**LISTEN TO THIS**

**Part 1** Listen to someone ask for directions. Which place does the person *not* ask directions to?

___ cafe    ___ drugstore    ___ shoe store
___ club    ___ train station ___ music store

**Part 2** Listen to the directions and mark the places on the map with an X and label them.

**Part 3** Tell your partner where you are standing and ask for directions from there to one of the places on the map.
(Student A looks at this page. Student B looks at page 112.)

**Part 1** Look at your map. You are new in town. Ask your partner about these places: café, bookstore, post office, bank. Label them on your map. You are both at X.

**Part 2** Answer your partner’s questions about these places: a nightclub, a school, a tourist information center, a movie theater.

**Part 3** Ask your partner how to get to these places: a hairdresser, a travel agency, a museum.

**Now Try This**

Make a list of five famous or interesting places in your town or city. Where are they? How can you get to each place from your school?
Unit 11

Conversation 1

Could you lend me $20?

Do friends sometimes borrow things from you? What kind of things?

“Borrowed clothes never fit well.”
“When you borrow, you are not free.”
“Lenders have better memories than borrowers.”

- Do you borrow things?
- What do you borrow?
- What do people borrow from you?

Ben: Hi, Wade. How are things?
Wade: Pretty good, thanks. How are you?
Ben: I’m fine. By the way, can I borrow your digital camera tonight? I have to take some photos for my class project.
Wade: Sure. No problem.
Ben: Thanks a lot.
Wade: You’re welcome.
Ben: Oh, one more thing. Could you lend me $20 until the weekend? I’m broke.
Wade: Sorry, I can’t. I’m broke, too!
1. Asking to borrow things

<table>
<thead>
<tr>
<th>Informally</th>
<th>More formally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I borrow your camera?</td>
<td>Could you lend me $20?</td>
</tr>
<tr>
<td>Can I borrow your pen?</td>
<td>Would you be able to lend me $20?</td>
</tr>
<tr>
<td>Can you lend me your camera?</td>
<td>Could I borrow your pen?</td>
</tr>
<tr>
<td>pen?</td>
<td></td>
</tr>
<tr>
<td>Sure. No problem. All right.</td>
<td>Yes, of course.</td>
</tr>
<tr>
<td>OK.</td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the example. Take turns requesting the things below. Your partner accepts the requests.

A: Can I borrow your...?
B: Can you lend me your...?

digital camera           dictionary           laptop           cell phone
bicycle                  DVD player           calculator       binoculars

**PRACTICE 2**

Think of three more things you want to borrow from classmates and write them below. Listen to the example. Then ask classmates if you can borrow them or if they will lend them to you. This time ask more formally.

1. __________________  2. __________________  3. __________________
2. Declining requests and giving a reason

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I borrow your pen?</td>
<td>Sorry, but I'm using it.</td>
</tr>
<tr>
<td>Can you lend me $10?</td>
<td>Oh, sorry. I can't. I'm broke!</td>
</tr>
<tr>
<td>Do you think I could borrow your laptop?</td>
<td>Sorry, I'm using it (right now).</td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the example. Practice making the requests below. Your partner declines and gives a reason. Reverse roles.

1. borrow your car for the weekend
2. lend me $100 until the end of the month
3. let me use your laptop tonight
4. borrow your cell phone
5. use your calculator

**Use These Words**
didn't bring it today
need it myself
using it
have a lot of bills to pay
it's not working

**PRACTICE 2**

Listen to the example. Think of three more requests and write them below. Then practice making your requests. Your classmates decline and give reasons. Reverse roles.

1. ______________________
2. ______________________
3. ______________________
**LISTEN TO THIS**

**Part 1** Listen to people making requests. What do they want to borrow? Number the items in the chart from 1–6.

<table>
<thead>
<tr>
<th>Item</th>
<th>Accept</th>
<th>Refuse</th>
<th>Item</th>
<th>Accept</th>
<th>Refuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>laptop</td>
<td></td>
<td></td>
<td>bike</td>
<td></td>
<td></td>
</tr>
<tr>
<td>camera</td>
<td></td>
<td></td>
<td>tennis racket</td>
<td></td>
<td></td>
</tr>
<tr>
<td>book</td>
<td></td>
<td></td>
<td>CD player</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Part 2** Listen again. Does each person accept the request or refuse it? Check (√) the correct column.

**Part 3** Talk with a partner. Would you feel comfortable asking a classmate for these things? How about a family member?

**LET’S TALK**

**Part 1** Read the questions below and answer them with a partner.

1. What kinds of things do you sometimes borrow from these people?
   - a) your parents
   - b) your brothers or sisters
   - c) your friends

2. Would you ever lend these things to friends?
   - a) money
   - b) your laptop
   - c) clothes
   - d) books or magazines

3. Have you borrowed anything from your friends recently?

4. What are some things you would never lend a friend?

**Part 2** Your partner will ask to borrow these things. Think of a reason to say no to each request. Reverse roles.

1. your bicycle
2. your new jacket
3. your DVD player
How do you celebrate your birthday?
Do you get presents?

Patty: When is your birthday, Wade?
Wade: Actually it's next week. On Thursday.
Patty: Really? What are your plans?
Wade: Well, do you mind if I invite a few friends over for a small party?
Patty: That's fine. How many friends do you want to invite?
Wade: Maybe five or six.
Patty: Sure. That's no problem.
Wade: And is it all right if we use the kitchen and cook a meal?
Patty: Of course. You can cook dinner any time you like!
1. Asking for and giving permission

<table>
<thead>
<tr>
<th>Informally</th>
<th>More formally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I invite my friends over next week?</td>
<td>Yes, that's fine.</td>
</tr>
<tr>
<td>Is it OK if I</td>
<td>Sure. No problem.</td>
</tr>
<tr>
<td>Is it all right</td>
<td>Sure. That's OK.</td>
</tr>
<tr>
<td>Do you mind if I have a party on Sunday?</td>
<td>Of course.</td>
</tr>
<tr>
<td>Is it all right</td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the example. You are staying at a friend’s house. You want permission to do the following things. Add your own idea. Then ask your partner for permission informally. Reverse roles.

1. make a cup of coffee
2. use the phone
3. watch the TV
4. have a look at the newspaper
5. take a shower
6. (your idea) __________________

**PRACTICE 2**

Now ask a different partner about the things in Practice 1. This time ask more formally. Reverse roles.
2. Declining permission and giving a reason

<table>
<thead>
<tr>
<th>Do you mind if I watch TV?</th>
<th>Sorry, I'm trying to read.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it all right if I use the phone?</td>
<td>Sorry, I'm waiting for a call.</td>
</tr>
<tr>
<td></td>
<td>Well, maybe later if you don't mind.</td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the example. You are a houseguest, and your partner is your host. Ask your partner to do the things below. Your partner declines and gives a reason. Reverse roles.

1. change the TV channel
2. do my laundry
3. have a look at today's paper
4. cook myself something to eat
5. take a nap in the living room

**Use These Words**

do it later
still reading it
waiting to see the news
need to use the kitchen for a while
better to lie down in the bedroom

**PRACTICE 2**

Think of three more requests a houseguest might make. Practice asking and declining them with a partner. Reverse roles.

**LISTEN TO THIS**

**Part 1** Listen to someone asking permission to do things. Where are they?

- at a friend's house
- at school
- at a hotel

**Part 2** Listen again. Does the other person agree to the request or not? Check (✓) the illustrations of the requests he or she agrees to.
(Student A looks at this page. Student B looks at page 113.)

Part 1 You want to borrow the things below from your roommate. Check (√) the one he or she agrees to lend you, and write down the excuses he or she offers for the others.

<table>
<thead>
<tr>
<th></th>
<th>Agrees</th>
<th>Doesn’t agree</th>
<th>Excuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>surfboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>goggles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>motorcycle</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2 Your roommate asks for permission to do three things. Agree to one but not the others. Give a reason for saying no.

Part 3 Change partners. This time you are student B.

Now Try This
Someone wants to borrow money, your tennis racket, and your magazine. Think of excuses for not lending these items.
Did you enjoy this year? What are some of the things you did?

Yi-lin: So did you have a good year, Andy?
Andy: Yeah, it was pretty good, thanks. How about you?
Yi-lin: I had a good year, too.
Andy: Did you do anything special this year?
Yi-lin: Well, I took a judo class. That was fun. And you?
Andy: I went to Canada for a vacation. It was terrific.
Yi-lin: What was your best experience in Canada?
Andy: On the ski slopes. I went skiing every day. I really enjoyed it.
Yi-lin: That’s great. And I hope next year is even better.
1. Talking about past experiences (1)

<table>
<thead>
<tr>
<th>Did you have a good year?</th>
<th>Yes, I did.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It was pretty good, thanks.</td>
</tr>
<tr>
<td></td>
<td>OK.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did you do anything interesting?</th>
<th>Yes, I took a judo class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>go anywhere</td>
<td>I went to Canada.</td>
</tr>
<tr>
<td>No, not really.</td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the example. Check (√) the things you did this year. Then talk with a partner. Use follow-up questions to ask for more information. Reverse roles.

**PRACTICE 2**

Work with a different partner. Tell him or her something interesting you learned about your partner in Practice 1.

Example: Kerry went to Canada for vacation. He went skiing every day.
2. Talking about past experiences (2)

<table>
<thead>
<tr>
<th>Did you do anything special?</th>
<th>Yes. I got a new job.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, not really.</td>
<td></td>
</tr>
<tr>
<td>What was your</td>
<td>best</td>
</tr>
<tr>
<td>worst</td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE**

Fill in the chart with information about yourself. Listen to the example. Then ask and answer questions with a partner.

1. Did you do anything special?
2. Did you do anything exciting?
3. Did you do anything dangerous?
4. What was your best experience?
5. What was your worst experience?
LISTEN TO THIS

Part 1  Listen to people talking about things they did this year. Number the things they talk about from 1–6.

Part 2  Listen again. Did they have positive or negative feelings about what they did? Write + for positive or X for negative.

<table>
<thead>
<tr>
<th>Number</th>
<th>Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Went overseas</td>
<td></td>
</tr>
<tr>
<td>Bought something expensive</td>
<td></td>
</tr>
<tr>
<td>Met someone</td>
<td></td>
</tr>
<tr>
<td>Moved to a new house</td>
<td></td>
</tr>
<tr>
<td>Changed schools</td>
<td></td>
</tr>
<tr>
<td>Studied something new</td>
<td></td>
</tr>
</tbody>
</table>

Part 3  Talk with a partner. Who had the best year? Who had the worst year?

LET’S TALK

Part 1  Did you do any of the things below recently? Check (✓) the things you did.

Part 2  Ask your partner the questions. Ask for more information, and write it in the chart. Reverse roles.

<table>
<thead>
<tr>
<th>When was the last time you...?</th>
<th>Follow-up questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 read a good book</td>
<td>What did you read?</td>
</tr>
<tr>
<td>2 saw a terrific movie</td>
<td>What movie did you see?</td>
</tr>
<tr>
<td>3 went to a live concert</td>
<td>Who did you see?</td>
</tr>
<tr>
<td>4 went to a great party</td>
<td>Where did you go?</td>
</tr>
<tr>
<td>5 went out to dinner</td>
<td>Who with?</td>
</tr>
<tr>
<td>6 met someone special</td>
<td>Who did you meet?</td>
</tr>
<tr>
<td>7 bought something special</td>
<td>What did you buy?</td>
</tr>
</tbody>
</table>

Part 3  Did you and your partner have anything in common? Report to the class.
Yi-lin: So what are your plans for next year, Rina? Are you going to get a job?
Rina: No, I'm going to go to college.
Yi-lin: Great. What school are you going to go to?
Rina: I want to go to City College. Lots of my friends are going there.
Yi-lin: Oh. So what do you want to study?
Rina: I want to study business.
Yi-lin: That's interesting.
Rina: Yeah, I want to open a business after I graduate.
Yi-lin: Well, good luck.
1. Talking about future plans

<table>
<thead>
<tr>
<th>What are you going to do next year?</th>
<th>I'm going to go to college.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is he / she going to do next year?</td>
<td>He's / She's going to get a job.</td>
</tr>
<tr>
<td>What are they going to do next year?</td>
<td>They're going to get married.</td>
</tr>
<tr>
<td>Are you going to go to college?</td>
<td>Yes, I am.</td>
</tr>
<tr>
<td>travel?</td>
<td>No, I'm not going to.</td>
</tr>
<tr>
<td></td>
<td>No, I'm going to get a job.</td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the example. What are you going to do at the times below? Why?

Complete the chart with information about yourself. Use the suggestions or your own information. Then compare with a partner.

<table>
<thead>
<tr>
<th>You</th>
<th>Your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>after this class</td>
</tr>
<tr>
<td>2</td>
<td>next semester</td>
</tr>
<tr>
<td>3</td>
<td>next year</td>
</tr>
<tr>
<td>4</td>
<td>next summer</td>
</tr>
<tr>
<td>5</td>
<td>next vacation</td>
</tr>
</tbody>
</table>

**Use These Words**

- get a part-time job
- stay home
- study
- take a break
- take a trip somewhere
- I'm not sure
- take a vacation

**PRACTICE 2**

Work with a different partner. Tell him or her about your partner's plans in Practice 1.

A: After this class, David is going to take up jogging.
B: Why is he going to do that?
A: He wants to get in shape.
2. Talking about wants

<table>
<thead>
<tr>
<th>What do you want to do?</th>
<th>I want to get a job. open a business.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't want to study.</td>
<td></td>
</tr>
<tr>
<td>Do you want to travel?</td>
<td>Yes, I do.</td>
</tr>
<tr>
<td>I want to open a business.</td>
<td>No, not really.</td>
</tr>
</tbody>
</table>

**PRACTICE 1**

Listen to the example. Check (✓) the things you want to do in the next 12 months. Then ask your partner questions. Reverse roles.

1. ___ travel overseas
2. ___ get a job
3. ___ change jobs
4. ___ take another English course
5. ___ have more fun
6. ___ go to university
7. ___ get a boyfriend/girlfriend
8. ___ get engaged
9. ___ get married
10. ___ buy a car

A: What do you want to do?
B: Well, I want to...
A: Do you want to...?

**PRACTICE 2**

Listen to the example. Complete the chart with your answers. Then ask a partner the questions. Reverse roles.

<table>
<thead>
<tr>
<th>1</th>
<th>What place do you want to visit sometime?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>What is a sport you want to try?</td>
</tr>
<tr>
<td>3</td>
<td>What is something you want to buy?</td>
</tr>
<tr>
<td>4</td>
<td>Who is someone famous you want to meet?</td>
</tr>
</tbody>
</table>

**LISTEN TO THIS**

**Part 1** Listen to Robert talking about things he is thinking of doing next year. Check (✓) the things he plans to do.

**Part 2** Listen again. Why does he want to do these things? Write his reasons in the chart.

<table>
<thead>
<tr>
<th>Yes</th>
<th>Why?/Why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>learn Spanish</td>
</tr>
<tr>
<td>2</td>
<td>teach English</td>
</tr>
<tr>
<td>3</td>
<td>take a photography class</td>
</tr>
</tbody>
</table>

**Part 3** Talk with a partner. Do you want to do any of these things?
Part 1  Interview your partner and ask these questions. Take notes.

**Vacation Questionnaire**

**Last vacation**
1. How was your last vacation?
2. Where did you go?
3. Who did you go with?
4. How long did you stay there?
5. What did you do there?
6. What was your best experience?

**Next vacation**
1. Where are you going to go for your next vacation?
2. How long are you going to be away?
3. Who are you going to go with?
4. What are you going to do there?

Part 2  Reverse roles.

Part 3  Get together with another pair and share your information in groups.

1. Who had...
   the best vacation?
   the most interesting vacation experience?
2. Who has...
   the most interesting vacation plans?

Now Try This

In your groups, plan a five-day vacation for a visitor to your country. Suggest places for them to visit, how long to spend there, and what to do. Then compare your plans with others.
LISTEN TO THIS UNIT 10

Part 1 Listen to people giving directions. Number the places on the map from 1–6.

Part 2 Ask your partner questions to find out if your answers are the same.

GIVE IT A TRY

Talk with your partner about places in your neighborhood.

hairstylist  cafe  bank  fast-food restaurant  park  post office

1. Are the places above in your neighborhood?
2. Which of them do you visit regularly?
3. Tell your partner how to get to these places.
4. What other places do you go to in your neighborhood?

LISTEN TO THIS UNIT 11

Part 1 Listen to four short conversations. Does Speaker 1 ask for permission to do something or ask to borrow something? Write a check (✔️) in the correct column.

<table>
<thead>
<tr>
<th></th>
<th>Permission</th>
<th>Borrow</th>
<th>Agrees</th>
<th>Doesn't agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 2 Listen again. Does Speaker 2 agree or not agree to the request? Write a check (✓) in the correct column.

GIVE IT A TRY

You are on vacation with a friend. Your partner will ask to borrow things from you. Think of reasons for saying no to these requests. Reverse roles.

1. Could I use your toothbrush? I forgot to bring one.
2. Can you lend me a shirt? I didn’t bring enough clothes with me.
3. Is it all right if I make a few calls on your cell phone?
4. I’m running out of money. Can I borrow a couple of hundred dollars from you?
5. Can I borrow your sunglasses? They look really cool.
6. Do you mind if I use your digital camera? I forgot to bring mine.

LISTEN TO THIS UNIT 12

Jo is talking about her summer plans. Check (✓) if these statements are true or false.

1. She’s going to go away next summer. ❏ ❏
2. She’s not going to work while she is there. ❏ ❏
3. She is going to go with a friend. ❏ ❏
4. She is going to stay in hostels. ❏ ❏
5. She is going to be away for a year. ❏ ❏

GIVE IT A TRY

Work in groups. What do you want to do in the future? Talk with your group. Use the questions below to start, and ask follow-up questions.

1. How many people in your group want to:
   travel (where)?
   study (what)?
   work (doing what)?
   buy a car?
   your idea? __________________

2. What do you need to do in order to achieve your plans? Ask your partners. Switch roles.
(Students C and D look at this page. Students A and B look at page 9.)

Part 1  Student C, introduce yourself to Student D. Write your information below. Reverse roles.

Student C

<table>
<thead>
<tr>
<th>Mr./Ms./Mrs./Miss</th>
<th>First name: __________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Last name: __________________</td>
</tr>
</tbody>
</table>

Student D

<table>
<thead>
<tr>
<th>Mr./Ms./Mrs./Miss</th>
<th>First name: __________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Last name: __________________</td>
</tr>
</tbody>
</table>

Part 2  Work in groups. Introduce your partner to the other people in your group. Switch roles. Write their information below.

Student A

<table>
<thead>
<tr>
<th>Mr./Ms./Mrs./Miss</th>
<th>First name: __________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Last name: __________________</td>
</tr>
</tbody>
</table>

Student B

<table>
<thead>
<tr>
<th>Mr./Ms./Mrs./Miss</th>
<th>First name: __________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Last name: __________________</td>
</tr>
</tbody>
</table>

Now Try This

Get together with a different pair of students. Introduce your partner and ask about your classmates.
Part 1 Look at the things in the picture. Compare your picture with your partner's picture. How many differences can you find?

A: Do you have a camera in your picture?
B: Yes, I do.
A: Where is it?
B: It's on the table.
A: In my picture it's...

Part 2 Work with a different partner and compare your differences.

Example: I have six differences. In my picture, the camera is on the table. In my partner's picture the camera is...

Now Try This

Work with a partner. Write six statements about things in the classroom. Two of them are false. Then join another pair of students. Read your statements. Your partners say if the statements are true or false. Reverse roles.
(Student B looks at this page. Student A looks at page 25.)

**Part 1** Look at the photos of Salina and Brendan. Answer your partner’s questions about them.

**Salina**
- 22 years old
- 150 centimeters
- 1 sister, no brothers
- Mother: teacher;
- Father: business person
- Interests: action movies; sports, especially tennis; reading

**Brendan**
- 25 years old
- 180 centimeters
- 3 sisters, 2 brothers
- Mother: doctor;
- Father: engineer
- Interests: comedies (movies); education; soccer


**Part 3** Look at the photos of Pelisa and Trent. Your partner has information about them. You will ask your partner questions about them.

**Pelisa**

**Trent**

Write the questions you will ask to find out their age, height, family, and interests.

1. ______________________?
2. ______________________?
3. ______________________?
4. ______________________?
5. your idea: ______________________?


**Now Try This**

Imagine you are going to interview a celebrity. Who will you interview? What questions will you ask? Make a list.
(Student B looks at this page. Student A looks at page 35.)

Part 1 Look at the picture. You are at a party. Your partner is going to ask you about one person in the picture below.

Part 2 Listen to the description of your partner's friend. Say where he is.

Part 3 Now you are looking for a friend at the party. Look at the picture of your friend. What does she look like? What is she wearing? Tell your partner.

Gita

Now Try This
Think of unusual clothing you have seen recently (e.g., in a magazine, on television, or on the street). Describe it to your partner.
(Student B looks at this page. Student A looks at page 69.)

Part 1 You are working in a cafe. A customer wants to know what is on the menu for breakfast. Answer his or her questions.

![Breakfast Menu]

- **Eggs**
  - Prepared to order:
    - fried, scrambled, poached, or boiled

- **Omelettes**
  - Made with 3 eggs.
  - Choice of fillings: cheese, tomato, or green pepper

- **Waffles**
  - Homemade waffles served with fresh fruit (blueberry, peach, or strawberry)

- **From the Bakery**
  - **Muffins** Choice of corn, bran, or blueberry
  - **Croissant** Served with butter or jam

- **Beverages**
  - Tea, Coffee
  - Juice  Choice of orange, apple, or tomato
  - Milk

Part 2 Ask what the customer wants to eat and to drink. Take notes.

Part 3 Reverse roles. You are the customer, and your partner is the server. Decide what you want to eat and drink and tell your partner.

Now Try This
Work with your partner.
Prepare a simple breakfast menu for a cafe in your country. Then use your menu and role-play ordering breakfast.
Part 1 You are interested in applying for one of the jobs below. Decide which one you think you are most qualified for.

Part 2 Your partner will ask you about your skills. Answer the questions and find out which job is best for you.

Part 3 Look at these two ads for summer jobs. What special skills or abilities do you think a person would need for each job? Choose from the box and add your own ideas. Write S next to the skills a sales assistant needs. Write T next to the skills a telemarketer needs.

<table>
<thead>
<tr>
<th>Sales assistant in music store</th>
<th>Telephone-marketing salesperson for health foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>good at languages ___</td>
<td>flexible ___</td>
</tr>
<tr>
<td>good at English ___</td>
<td>persuasive ___</td>
</tr>
<tr>
<td>a good communicator ___</td>
<td>good IT skills ___</td>
</tr>
<tr>
<td>good at sports ___</td>
<td>good sense of humor ___</td>
</tr>
<tr>
<td>creative ___</td>
<td>sings well ___</td>
</tr>
<tr>
<td>patient ___</td>
<td>plays a musical instrument ___</td>
</tr>
<tr>
<td>your idea __________________</td>
<td>your idea __________________</td>
</tr>
</tbody>
</table>

Part 4 Your partner is interested in applying for one of the jobs above. Ask about his or her skills. Tell your partner which job you think is best for him or her.

Now Try This
What hobbies and pastimes do people enjoy that are special to your country? Do they require any special skills or abilities?
(Student B looks at this page. Student A looks at page 87.)

**Part 1** Look at your map. Your partner is new in town. Answer his or her questions. You are both at X.

**Part 2** Ask your partner about these places: a nightclub, a school, a tourist information center, a movie theater. Label them on your map.

**Part 3** Add these places to your map: a hairdresser, a travel agency, a museum. Answer your partner's questions about how to get to each place.

**Now Try This**

Make a list of five famous or interesting places in your town or city. Where are they? How can you get to each place from your school?
(Student B looks at this page. Student A looks at page 95.)

**Part 1** Your roommate wants to borrow three things from you. Agree to lend one but not the others. Give a reason for saying no.

![Images of a motorcycle, goggles, and a surfboard]

**Part 2** Ask your roommate’s permission to do the things below. Check (✓) the thing he or she agrees to and write the excuses he or she offers for the others.

<table>
<thead>
<tr>
<th></th>
<th>Agrees</th>
<th>Doesn’t agree</th>
<th>Excuse</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>rearrange the furniture in the apartment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>lend the TV to a friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>get a puppy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

![Images of a comfortable living room, a TV, and a puppy]

**Part 3** Change partners. This time you are Student A.

**Now Try This**
Someone wants to borrow money, your tennis racket, and your magazine. Think of excuses for not lending these items.
Unit 1

GIVE IT A TRY PAGE 3

1. Introducing yourself
PRACTICE 1

PRACTICE 2
A: My name is Tracy Park. My first name is Tracy. My last name is Park. Please call me Tracy.

2. Greeting people
1
A: Hi, Bob.
B: Hi, Eun-mi.
A: How are you today?
B: Fine, thanks. How are you?
A: Good, thanks.

2
C: Good morning.
D: Hello, Mr. Stevens.

3. Saying good-bye
1
A: OK. See you later.
B: Yeah, see you.

2
A: Well, nice talking to you. Good-bye.
B: Good-bye.

LISTEN TO THIS PAGE 5

1
W: Hi, Cheng-han. How are things?
C: Pretty good, thanks. And you?
W: Fine, thanks. How was your weekend?
C: Great, thanks. How about you?
W: It was OK. Oh, it’s time for class. See you.
C: Yeah. Have a nice day.

2
S: Hey, Jean. Good to see you again.
J: Hi, Simon. How are things?
S: Good, thanks. How are you?
J: Fine, thanks.
S: Are you going downtown?
S: Bye-bye.

3
B: Good evening. I’m Brian Baxter.
T: Hello. I’m Ted Ozaki.
B: Nice to meet you, Ted.
T: Are you from the States?
B: No, I’m Canadian, from Toronto.
T: That’s a great city.
B: Yeah. Well, nice talking to you.
T: See you again.

4
P: Hello. My name’s Pei-ling.
M: Nice to meet you.
P: Say, are you in my Spanish class?
M: No, I’m taking Korean.
P: Oh, yeah? Class starts at 11, doesn’t it?
M: That’s right. See you later.

GIVE IT A TRY PAGE 7

1. Finding out about people
A: Who’s that guy?
B: That’s Tony. Who’s she?
A: That’s Nishi.

2. Introducing people
A: Tony, this is my friend, Nishi.
B: Hi, Nishi. Nice to meet you.
C: Hi. Nice to meet you, too.

LISTEN TO THIS PAGE 8

1
M: Who’s that guy?
P: Oh, that’s Johnny Chen. He’s a good friend of mine. Don’t you know him?
M: No, I don’t.
P: Really? Hey, Johnny!
J: Hi, guys.
P: Johnny. This is Maya.
M: Hi, Maya. Nice to meet you.
M: Nice to meet you, too.

2
M: Who’s that woman with the red hair?
P: That’s Sandra.
M: Is she in your class?
P: No, she’s my neighbor.
M: Really?
P: Yeah. Let me introduce you. She’s really nice.
M: OK.
P: Oh, Sandra. This is Maya.
S: Hi, Maya. Nice to meet you.
M: Yeah, you too.

3
M: Who’s that man?
P: Oh, that’s my Japanese teacher, Mr. Okano.
M: Really. Is he from Tokyo?
P: No, he’s from Sapporo. Let’s talk to him.
Good morning, Mr. Okano.
O: Ohayô gozaimasu, Phillip.
P: Mr. Okano. I’d like you to meet my friend Maya.
O: Hello, Maya. Nice to meet you.
M: Nice to meet you, too.

M: Is that one of your teachers?
P: No, she’s in my computer class. She’s really nice. Do you want to meet her?
M: Sure.
P: Oh, Ms. Ford. I’d like you to meet my friend Maya.
F: How do you do?
M: Nice to meet you.

Unit 2

GIVE IT A TRY PAGE 11

1. Identifying things (1)
A: What’s this?
B: It’s my cell phone.
A: What are these?
B: They’re earrings.

2. Identifying things (2)
A: Whose earrings are these?
B: They’re Karen’s.

3. Complimenting people
A: Hi, Jim.
B: Hi, Kuniko.
A: How are things?
B: Pretty good, thanks.
A: Oh, I like your T-shirt. It’s cool.
B: Thanks. And that’s a nice watch.
A: Thanks. Well, see you later.
B: Bye.

LISTEN TO THIS PAGE 13

S: Hey, Amanda. Could you help me sort the clothes?
A: Sure. Are these your socks, Suzie?
S: Yeah, they’re mine. Thanks.
A: What about these jeans? Are they yours or mine?
S: Let me see. Oh, they’re too small for me. They’re yours.
A: OK. And this T-shirt is mine, too. But I think this top is yours. Take a look.
S: Yep. That’s mine.
A: Pass me the dress. That’s mine. But not the shorts.
S: Yeah, they’re mine. But not the scarf.
A: Here.
S: Thanks.
A: That’s funny. Where are my pants?
H: Hmm... They’re not here. And I can’t find my gloves or my jacket.
S: Oh, here’s your jacket. But your gloves aren’t here.
**Review Unit 1**

**LISTEN TO THIS**

R: Who's that over there, Paul?
P: Her name's Taylor.
R: She's pretty.
P: Yes, she is. She's my dance teacher.
R: Oh, are you taking dance lessons, Paul?
P: Yes, I am. Taylor's a very good dancer.
R: Really? Is Taylor her last name?
P: No, it's her first name. Her last name's Johnson.
R: Nice name. Taylor Johnson.
P: Yes, it is. Do you want to meet her?
R: Sure!
P: OK. [pause] Oh, Taylor, this is my friend Robert.
T: Hello, Robert. Nice to meet you.
R: Hi. Nice to meet you, too.

**Review Unit 2**

**LISTEN TO THIS**

A: Oh, no! I broke my glasses, and I can't see a thing without them.
B: What are you looking for?
A: Well, where's my bag? I thought I put it on the table last night.
B: It's right there—in front of the table.
A: OK. And it looks like it's going to rain. I'll need my umbrella when I go out. I usually put it under the table.
B: No, it's not under the table. Look there, behind the table on the left. Do you see it?
A: Oh, right. Thanks. And where did I put my notebook?
B: Umm... I saw it somewhere a few minutes ago.
A: Is it on the table?
B: No. Let me look in the drawer. Yes, it's in here. And are you looking for your watch, too?
A: Yes, I thought it was in the drawer, too.
B: No, it isn't. It's on the table near the back.
A: Oh, yeah. And I wonder where I put my cell phone.
B: There it is. Under the table.
A: How did it get there? Oh, and one more thing. Where's today's paper?
B: There it is, on the floor next to the table.
Review Unit 3

LISTEN TO THIS PAGE 27

M-J: What do you like to do in your free time, Rod?
R: Well, Min-joo, I’m into music, so I play guitar. I really love rock music. Do you like rock music?
M-J: Not really, I’m more interested in classical music. I play the piano and listen to a lot of piano music.
R: Are you interested in sports?
R: Oh, cool. How about you, Tina? Do you like music?
T: No, not really. I’m more into sports.
R: What kind of sports are you interested in?
T: I love tennis and basketball. And I also enjoy traveling. How about you, James?
J: What are you interested in?
T: Actually, I really like traveling. I want to be a tour guide some day.
R: Really? Where do you like to travel?
T: Oh, everywhere, but I’m really interested in Asia—especially Thailand and Singapore.
T: OK. What else are you interested in? Do you like music?
M-J: So that leaves you, Kazu. What do you like to do in your free time?
K: Hmm. I guess traveling is something I love. I also like all kinds of sports. Especially surfing and swimming.

Unit 4

GIVE IT A TRY PAGE 29

1. Describing colors and clothing
   A: What colors are you wearing today?
   B: My shirt is red. My shoes are dark blue.

2. Describing people
   A: What does Sandy look like?
   B: She’s medium height. She’s wearing brown pants and a red shirt.

LISTEN TO THIS PAGE 31

1. He is medium height. He has curly hair and wears glasses. He likes bright colors.
2. She’s pretty short. She likes to wear her hair short. She wears glasses and today she’s wearing pants. She and Anne are best friends.
3. She’s very tall. She has long blond hair and she’s wearing a jacket and pants today. She is Ted’s sister.
4. He has long hair and is medium height, I guess. He often wears shorts and a cap.
5. He’s medium height, and a little heavy. He has short blond hair and likes to wear T-shirts and shorts. He is Bill’s brother.

GIVE IT A TRY PAGE 33

1. Giving opinions
   A: How do you like these shoes?
   B: They’re great.

2. Talking about prices
   A: How much is the watch?
   B: It’s $55.00.
   A: That’s not bad.

LISTEN TO THIS PAGE 34

1. D: How do you like this phone?
   J: Hmm. I like it a lot. It’s very small, isn’t it? And it’s very light, too.
   D: The screen is really sharp.
   J: I’d love to get one. But how much is it?
   D: It’s $350.00.
   J: Oh, that’s too much for me. Let’s try to find a cheaper one.

2. D: Hey, look at these shoes. What do you think of them?
   J: I don’t really like them. I don’t like the design.
   D: Yeah. They don’t really look very nice. And look at the price—$199.00—way too expensive!
   J: Yeah.

3. J: Are you looking for a new watch? Take a look at this one. What do you think?
   D: It’s not bad.
   J: Yeah, it looks OK. But the price is really good. It’s only $20.00.
   D: That’s cheap. I think I’ll get it. I really need a new one.

4. J: Why don’t you try on these sunglasses? I think they’re really cool.
   D: Let me see. Yeah…very cool!
   J: And they’re on sale. They’re only $29.95.
   D: That’s not bad. I’ll buy them. They’ll be great for the beach.

Unit 5

GIVE IT A TRY PAGE 37

1. Telling the time

   PRACTICE 1
   A: It’s 10:00.
   B: It’s 10:05.

   PRACTICE 2
   A: What time is it?
   B: It’s 9:30.

2. Talking about routines
   A: What time do you get up?
   B: I usually get up at 6:30. What time do you get up?

LISTEN TO THIS PAGE 39

1. I: So you’re a hair stylist, Chris?
   C: That’s right.
   I: What’s your job like?
   C: It’s great. I meet all kinds of interesting people. Last week an actor from that new TV soap opera came in for a cut.
   I: Is that right? And do you work long hours?
   C: Lots of my clients are working people and they like to come in after work. So I start at 2:00 in the afternoon and finish at 10:00 at night.

2. I: So, Kayla, what does a dog walker do exactly?
   K: I walk dogs, of course! I go to people’s apartments, pick up their dogs, and take them for a walk. I walk six dogs at a time and walk them for two to three hours. Then I take them back and pick up another group of dogs and take them for a walk, too. Usually I start around 9:00 A.M. and finish at 4:00 in the afternoon.
   I: And how do you like it?
   K: I love it. I love dogs, and I love working outdoors so it’s perfect for me.

3. I: Where are you working at the moment, Tim?
   T: I’m working at the ticket office at the Verona Cinema.
   I: Oh, yeah?
   T: But I want to change jobs. The work is boring, the hours are really long, and the money isn’t good.
   I: What hours do you work?
   T: I start at 10:30 A.M. We show the first movie of the day at 11:00. Then we often have late movies, and I have to be there until pretty late—usually until midnight.
   I: Wow! That’s a long day. No wonder you’re looking for a new job.

4. I: What do you do, Celia?
   C: I teach ballet.
   I: That’s interesting.
   C: Yeah, I have my own studio. I don’t dance professionally much anymore, so it’s nice to be teaching ballet. I love it, and I have some great students.
   I: Do you teach every day?
   C: Not on Sunday, but I teach every other day. Most of my students come after school so I start at 3:00 in the afternoon. My last class is at 8:00 P.M. and I finish at 10:00. I’m really tired at the end of the day.
   I: Yeah, I’m sure you are.
LISTEN TO THIS

1. Where are you going to school, Martin?
M: I'm a freshman at City University.
I: Uh-huh. I hear it's a very good university.
M: Yes, it is. I'm really happy there.
I: Are you studying fine arts?
M: No, I am studying IT.
I: I see. And how do you like your classes?
M: They're OK. Some are kind of difficult, but the professors are really good.

2. Where are you studying, Rosie?
R: I'm still at the local junior college. It's really boring. But I'm hoping to go to the university next semester.
I: What are you studying?
R: I'm doing a general liberal arts course.
I: Do you have a major?
R: Yes, I'm studying American literature. But it's not very interesting. I haven't learned anything new all year.

3. What are you studying, Liz?
L: I'm majoring in music.
I: Great. That must be very interesting.
L: Yes, it is. I love it. And I have great teachers. Some of them are pretty famous musicians.
I: Wonderful. And where are you studying?
L: I'm at the national university. I love it!

LISTEN TO THIS

1. Talking about personal qualities
A: I think fun is a positive quality. I agree.
B: A: I think talkative is a negative quality. What do you think?

2. Comparing personal qualities
A: Who is your best friend?
B: My best friend is my sister, Anna.
A: How similar are you?
B: Well, we are both talkative. And how are you different?

LISTEN TO THIS

W: How is everything at college, Colin?
C: Pretty good.
W: Do you like the dormitory?
C: Yes. My roommate is from Brazil.
W: Oh, yeah. What's he like?
C: Well, he's really friendly. He's always meeting new people. And he has a great sense of humor. He always makes me laugh.
W: That's nice.
C: Yeah. He's a very good student and studies very hard. And he's kind of interesting, too. He likes insects and is always coming back with some strange insect he found somewhere. And he has two big black spiders as pets. He keeps them in a big jar next to his bed.

W: That sounds a little creepy.
C: Oh, I don't mind. I wish he would keep his part of the room a little cleaner though. He leaves things on the floor all the time.
W: Is that right?
C: And he's pretty forgetful, too. Sometimes he says he wants to meet me for lunch in the cafeteria but half the time he forgets and never shows up.
W: Oh, dear. That's too bad.

Audio script 117
Review Unit 6

LISTEN TO THIS PAGE 53

A: I think for a roommate, you want someone who is really considerate—someone who doesn’t only think about themselves. They think about the other person, you know, so they don’t have the TV on when the other person is sleeping, that kind of thing.
B: Right. And I like someone who keeps the place clean—they don’t leave their clothes all over the room and stuff like that.
A: And it’s also good if they know how to do things, like cooking, and fixing things that go wrong, or even if they know how to change a light bulb.
B: Yes. It’s great if a roommate is practical like that. How about good qualities for a travel companion?
A: Well, a travel companion should be practical, too. And you want someone to keep you company. They should be friendly and talkative.
B: Right. And someone who likes meeting people and who is outgoing. Because it’s nice to get to meet people when you’re traveling. Otherwise, what’s the point of leaving home?
A: And if you’re going to spend a lot of time together, you want someone who is easy to get along with. They don’t lose their temper or get stressed out.
B: Right. They should be relaxed and friendly.

Unit 7

GIVE IT A TRY PAGE 55

1. Asking about routines (1)

PRACTICE 1
A: What do you usually do on Saturday morning?
B: I usually surf the web and sometimes I play sports. What about you?
A: Saturday morning? I always sleep in!

PRACTICE 2
A: What do you usually do in the morning?
B: I usually get up early in the morning.
A: What about in the afternoon?
B: I often play soccer in the afternoon.

2. Talking about routines (2)
A: Do you ever play sports on the weekend?
B: Yes, I sometimes play tennis. Do you ever play sports on the weekend?
A: No, not very often.

GIVE IT A TRY PAGE 59

1. Asking about the weekend
A: Hi, Paul. How was your weekend?
B: It was OK thanks. How was yours?
A: It was very quiet—nice and relaxing. That sounds good.

2. Talking about past events (1)
A: What did you do on the weekend?
B: I visited friends. What did you do?
A: I went to the beach.

3. Talking about past events (2)
A: Did you have a nice weekend?
B: Yes, I did.
A: Did you go the movies?
B: No, I didn’t. I went shopping. I bought some great CDs.

LISTEN TO THIS PAGE 60

S: How was your weekend, Tamika?
T: Pretty good, thanks.
S: Did you go to the rock concert in the park?
T: No, I didn’t. Did you?
S: No, I didn’t either. But I heard it was terrific.
T: Yeah, I heard it was fabulous. I saw a great movie though.
S: Oh, me too. What did you see?
T: I saw that new Tom Cruise movie. It’s really good.
S: Oh, good. I’m going to see it this weekend. I saw a Korean movie on Friday night. It was pretty good. Then after the movie I went to a club with some friends.
T: Oh, yeah? And did you go to Janet’s party on Saturday night?
S: I wanted to, but I decided to study for my economics test.
T: You are such a good student! I didn’t go to the party either because it was my dad’s birthday. We went out for a family dinner. Sunday was fun though because I played a great game of soccer.
S: I didn’t know you played soccer!
T: Yeah, I do. It’s fun. Did you get to play sports at all over the weekend?
S: I wanted to, but I had a lot of things to do around the house.
T: Too bad. I hate housework.
S: Yeah, so do I.

Unit 8

GIVE IT A TRY PAGE 63

1. Asking about meals
A: What do you have for breakfast?
B: I usually have toast and fruit. What about you?
A: I usually have rice and eggs. And what do you have to drink?
B: I usually have coffee.

2. Asking about likes
A: Do you like coffee?
B: Not really. What about you?
A: Yes, I do.

LISTEN TO THIS PAGE 65

R: Hi, Aran. Hey, I’m really hungry. I’m going to have a big breakfast today.
A: Me too, Robert.
R: What do people usually have for breakfast in Thailand, Aran?
A: Well we don’t really have a special meal for breakfast, like you do in many countries. We usually just have something that we cooked the night before for supper, you know, so there will always be rice of course, and usually some vegetable dish, and then maybe a curry dish, like curried chicken or beef. And tea or coffee to drink.
R: Mmm. Sounds delicious.
A: Yeah, but I usually just have a western breakfast—you know toast, coffee, and some fruit. How about in the UK?
R: Well a typical English breakfast—that’s difficult—it depends on what part of the country you live in, but I guess I can say people will have fried eggs, sausages, bacon, fried mushrooms, and tomatos—everything fried so it’s rather heavy. And tea with toast.
A: So is that what you have?
R: No. I have two boiled eggs, cereal, and juice.
A: Very healthy!
GIVE IT A TRY ........................ PAGE 67

1. Asking about wants and preferences

PRACTICE 1
A: Are you hungry?
B: Yes, I am.
A: What do you feel like?
B: Maybe a milk shake.

PRACTICE 2
A: Would you like something to eat?
B: No, not right now.
A: Would you like something to drink?
B: Yes, please. I'd like a milk shake.

LISTEN TO THIS ........................ PAGE 68
S: Are you ready to order?
M: Yes, I'd like a chicken salad, please.
S: Sure. And would you like bread with that?
M: OK.
S: What kind of dressing would you like?
M: I'll have Italian. And for dessert I'd like a slice of chocolate cake.
S: Fine. Would you like anything to drink?
M: Yes, I'd like iced coffee, please.
S: With cream?
M: No, black please and plenty of ice.
S: Certainly. And how about your side, sir?
P: I'll have the club sandwich, please.
S: And would you like french fries with that?
P: Yes, please.
S: Anything else?
P: I'd like juice. What kind of juices do you have?
S: We have orange, tomato, apple, and grapefruit.
P: I'd like apple juice please, but with no ice, please.
S: OK. Thank you.

Unit 9

GIVE IT A TRY ........................ PAGE 71

1. Describing qualities

PRACTICE 1
A: A photographer needs to be patient.
B: He also needs to be artistic.

PRACTICE 2
A: I'm patient and easygoing. But sometimes I'm forgetful.

2. Asking about abilities and talents

A: Are you creative?
B: No, I'm not very creative. Are you good at languages?
A: Yes, I'm pretty good at languages.

LISTEN TO THIS ........................ PAGE 73
S: So tell me about your family, Carl.
C: Well, I have one sister and one brother.
A: And what do they do?
C: My sister Rosa teaches ballroom dancing.
A: Really? Does she have her own dance school?
C: No, but she teaches for the biggest school in our town.

Review Unit 7

LISTEN TO THIS ........................ PAGE 78
A: So how was your vacation, Ken?
K: Oh, pretty good thanks. I bought a lot of postcards. Would you like to see them?
A: Hmm. Maybe next time. How was the hotel?
K: It was fantastic. Very comfortable and very good service.
A: That's good. And was the weather good?
K: Not all of the time. It rained a few days, so it was a bit disappointing. But there were some nice days as well.
A: And did you have a good flight back?
K: Oh, it was horrible! The plane was full and the food was terrible.

Review Unit 8

LISTEN TO THIS ........................ PAGE 78
J: So what do you feel like eating?
S: I'm not sure. Any suggestions?
J: What do you feel like? Are you hungry?
S: Yes, I'm pretty hungry.
J: Well, Jenny's Kitchen has sandwiches and hot dogs.
S: What's their food like?
J: It's pretty cheap. I guess it's average. It's not the best place around here actually.
S: Hmm. Any place better you know?
J: Well, would you like to have noodles? Bob's Cafe has noodles and they also serve sushi. I was there last week and their food is terrific.
S: Umm, I don't really feel like noodles or sushi.
J: Boy, you are hard to please. Oh, I know another place. Do you know The Snack Shack?
S: No. What do they have there?
J: They have great pizza!
S: Pizza sounds good to me.
J: OK. Let's go there.

Review Unit 9

LISTEN TO THIS ........................ PAGE 79
G: Well, I've met two possible roommates, and now I have to decide who I like better.
T: Well, Casey, let's start with you first. What are you like? That will help you to figure out who you'll get along with better.
C: Well, I think I'm easy to get along with. Don't you?
T: Well, yes, you're easygoing most of the time. You're also very reliable—always there when somebody needs you. And you're very neat and well-organized.
C: That's true. I don't like being with people who are sloppy or lazy.
T: OK. So who was the first person you met?
C: Her name is Kavita. She's very neat. Her room in the dormitory is always clean and organized.
T: Right. She's very energetic too, isn't she? She always seems to be working. She never takes any time off. Do you think she's too serious?
C: Well, maybe. But at least I know she's not lazy. And she's very reliable. That's important to me.
T: Now who was the other person? Soon-Ya?
C: That's right. He's very funny. I love his sense of humor.
T: Yeah. He's really creative, too. He's a talented musician, and a good artist as well.
C: You're right. But I don't think he's very neat. His room is always a mess. And he's not so reliable at times. He often forgets appointments.
T: So who do you think your new roommate is going to be?

Unit 10

GIVE IT A TRY... PAGE 81

1. Asking about places
A: Is there a drugstore around here?
B: Yes, there is. It's on the corner of Oak Avenue and Seventh Street.

2. Describing outdoor locations
A: Where's the coffee shop?
B: It's on the corner of Pine Street and Fifth Avenue.

LISTEN TO THIS... PAGE 83

A: Excuse me. I'm new in town. Can you tell me a little about the neighborhood?
B: Sure. What do you want to know?
A: Well, first of all, I'm looking for a bookstore. Is there one around here?
B: Hmm. Well the nearest one is on Forest Drive, across from the bank.
A: Forest Drive?
B: Yeah. The bookstore is between 2nd and 3rd. But it's not very good. I'm afraid.
A: OK. I'll look anyway. And how about places to eat? Can you recommend a good Indian restaurant?
B: There's one on the corner of 2nd and Pine Street—the Taj Mahal. I go there all the time. It's across from the subway entrance.
A: Oh, that looks nice. Is it new?
B: Yes, it is. It's the latest model.
A: It has a nice big screen.
B: Yes, it does. But it's very light. It only weighs 3 kilos.
A: Wow. You know, I'm working on an assignment and I wonder if I could borrow it just for tonight?
B: Umm, actually I will be using it tonight. I have to finish my assignment as well.

Unit 11

GIVE IT A TRY... PAGE 89

1. Asking to borrow things

PRACTICE 1
A: Can I borrow your digital camera?
B: Sure. No problem. Can you lend me your dictionary?
A: All right.

PRACTICE 2
A: Do you think I could borrow your book?
B: Yes, of course.

2. Declining requests and giving a reason

PRACTICE 1
A: Can I borrow your pen?
B: Sorry, but I'm using it.

PRACTICE 2
A: Do you think I could borrow your laptop?
B: Sorry, I need it myself.

LISTEN TO THIS... PAGE 91

1
A: Oh, that looks nice. Is it new?
B: Yes, it is. It's the latest model.
A: It has a nice big screen.
B: Yes, it does. But it's very light. It only weighs 3 kilos.
A: Wow. You know, I'm working on an assignment and I wonder if I could borrow it just for tonight?
B: Umm, actually I will be using it tonight. I have to finish my assignment as well.

2
A: What are you listening to? Music?
B: Actually I'm listening to a Chinese lesson. I'm taking Chinese this semester and we have a test coming up.
A: Oh, I see. Then I suppose you won't be able to lend it to me for the weekend? I'm going away for the weekend and I want to be able to listen to some music on the train.
B: Well, maybe some other time.
3 A: This one is nice. It’s very light.
B: Yeah, I love using it. I play much better with it, and I can hit the ball much harder.
A: I’d love to try it some time. Do you think I could borrow it on Saturday afternoon?
B: I’m playing with my cousin.
A: Sure, no problem.

4 A: That looks nice. Is it easy to use?
B: Very easy. And it takes great pictures. You can download them and put them onto your laptop as well.
A: I see. I’m thinking of buying one. Can I borrow yours for a few days to see how easy it is to use?
B: Well, actually I’m using it for the next few days.
A: Oh, OK. No problem.

5 A: Do you use this often?
B: Yes, when the weather is good I ride to school on it.
A: How about on the weekend? Do you use it much then?
B: Not really.
A: Well, do you think I could borrow it on Saturday afternoon?
B: Sure. Just come by and pick it up after lunch.

6 A: I haven’t read that. Is it good?
B: Yes, it’s terrific.
A: Can I borrow it when you’re finished with it?
B: Sure. I’m nearly finished with it. I’ll let you have it tomorrow.
A: Thanks a lot.

Unit 12

GIVE IT A TRY

1. Asking for and giving permission
A: Is it OK if I invite my friends over next week?
B: Sure. No problem.

2. Declining permission and giving a reason
A: Do you mind if I watch TV?
B: Well, maybe later if you don’t mind.

LISTEN TO THIS

1 A: I thought I would listen to the sports. Can I turn it on? Is that OK with you?
B: Umm, you know, I’ve got a bit of a headache and I’m trying to rest. Would you mind listening to it later?
A: Not at all. Can I get you something for your headache—maybe some aspirin and some tea with lemon?
B: That would be nice, thanks.

2 A: I really feel like a cup of coffee. Can I use the coffeemaker?
B: Do you know how to use it?
A: I think so.
B: All right. Actually I think I’ll have one, too.
A: Do you like it with milk and sugar?
B: Yes, thank you.

3 A: Oh gosh, I forgot to call home. I said I would call about now. Is that OK with you?
B: Of course. You can make your call from the phone in the kitchen. It’s nice and quiet there.
A: Thanks so much.

4 A: Do you mind if I watch the news? I want to find out what’s happening at home and I haven’t had a chance to read the newspaper today.
B: Not at all. I’ll just turn off the radio.
A: Thanks. I only want to catch the headlines.

5 A: I need to get some clothes ready for the weekend. Is it OK if I use the iron for a while?
B: Yes, it’s in the kitchen. Look in the cupboard on the left.
A: OK. I see it. Thanks.

GIVE IT A TRY

1. Talking about past experiences (1)
A: Did you have a good year?
B: It was pretty good, thanks.
A: Did you do anything interesting?
B: Yes, I took a judo class. Did you do anything interesting?
A: No, not really.

2. Talking about past experiences (2)
A: Did you do anything special?
B: Yes. I got a new job. And you? What was your best experience?
A: My trip to the US—I went to San Francisco for a week.
B: Oh, that sounds great!

LISTEN TO THIS

1 A: Did you have a good year, Taylor?
B: Very good, thanks. Look at this.
A: An engagement ring. Fantastic! I didn’t know you were engaged.
B: Yes, I got engaged last month. I met my fiancé when I was on vacation last summer. We’re planning to get married next year.
A: Congratulations! That’s wonderful news.

2 A: How was school this year, Pei-ling?
B: Oh, so-so.
A: Only so-so? How come?
B: Yes, you know I am very interested in languages, and this year I decided to try to learn German. So I took a German class at night school.
A: Was it difficult?
B: Difficult and very boring. So I dropped it after one month.

3 A: So are you still living near school, Carlos?
B: No, we had to move. So now we’re staying out near the airport.
A: Oh. So what’s it like out there?
B: Not very nice actually. We hear a lot of aircraft noise, and it takes a long time to get into town.
A: That’s too bad. I hate getting stuck in traffic.
B: Tell me about it!

4 A: How was your year, Devi? Did you enjoy your classes at City College?
B: Actually, I didn’t complete the year. I was taking a computer course but I decided I wanted to study business instead, so I changed to a new school—New World Business College.
A: Really? I don’t know that school. How was it?
B: Very good. I learned a lot.

5 A: So did you have a good year, Fadi?
B: Not bad, thanks. The best thing was my trip last summer.
A: Where did you go?
B: Thailand and Vietnam.
A: Did you enjoy it?
B: Yeah, it was great.

6 A: Did you have an interesting year, Chloe?
B: I guess it was interesting. But not what I expected.
A: Really?
B: Yeah, I bought a new car.
A: Well, that sounds interesting.
B: Not really. I only had it for a month and someone stole it.
A: No way! That’s terrible!

GIVE IT A TRY

1. Talking about future plans
A: What are you going to do next year?
B: I’m going to get a job.
A: Why?
B: I need to make some money. What are you going to do?
A: I’m going to go on vacation.
Review Unit 11

LISTEN TO THIS — PAGE 104

1
A: Oh, there's a great TV program on in a few minutes. Do you mind if I turn on the TV?
B: Well actually, I'm trying to study for a test.
A: Oh, never mind.

2
A: It's awfully hot in here. Can I open the window?
B: It is hot. Yeah, please do.
A: Thanks.

3
A: Do you mind lending me this book? I'd like to read it. I hear it's really good.
B: Yeah, help yourself.
A: Thanks.

4
A: Can I use your car tonight? I have a date.
B: Umm, actually I need it myself tonight. I have a date, too.
A: Oh, too bad.

Review Unit 12

LISTEN TO THIS — PAGE 105

A: What are you going to do next summer, Jo?
J: I'm going to go to Australia.
A: Australia. Wow! What are you going to do there?
J: I'm going to travel and I'm also going to work a little to help pay for the trip.
A: Really? What kind of work are you going to do?
J: Oh, anything I can find. Maybe picking fruit or working in a cafe.
Person to Person Starter
Student CD

This CD contains Conversation 1 and Conversation 2 for each unit in the Student Book.

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